DOCUMENT RESUME

ED 377 913 JC 950 049

TITLE	Florida Community College System 1994 Accountability Plan.
INSTITUTION	Florida State Board of Community Colleges, Tallahassee.
PUB DATE	94
NOTE	130p.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC06 Plus Postage.
DESCRIPTORS	*Accountability; Budgets; *College Outcomes Assessment; *College Planning; Community Colleges; Educational Quality; Long Range Planning; *Master Plans; Program Effectiveness; Program Improvement; School Effectiveness; Statewide Planning; Two Year Colleges
IDENTIFIERS	*Florida Community College System

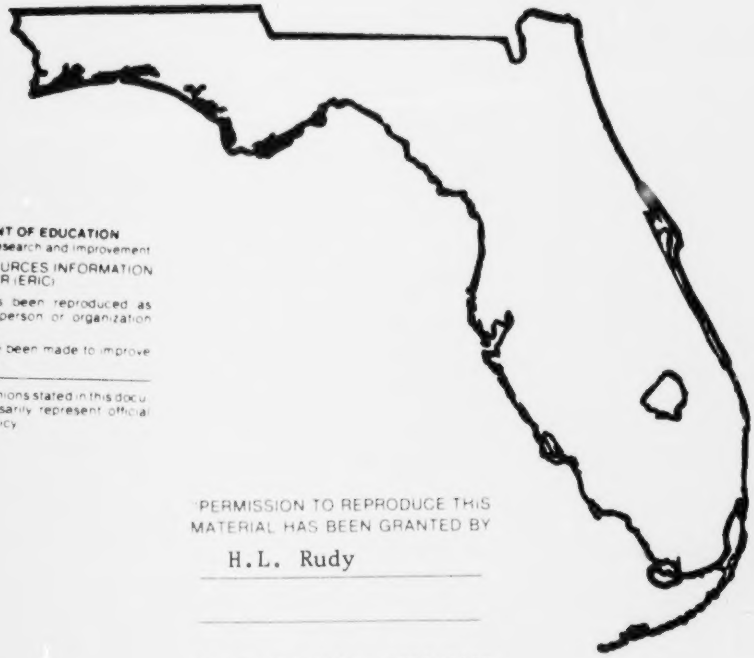
ABSTRACT

This plan describes goals and processes implemented as of 1994 in the Florida Community College System to provide for systematic improvement and the assessment of quality and efficiency in the college system. Chapter 1 provides an introduction to and history of the accountability movement in Florida. Chapter II discusses the accountability oversight process as it relates to statewide mission, planning, and budgeting, as well as quality efforts implemented in 1994, including the articulation of state and local accountability activities and the establishment of a Committee on Accountability and Effectiveness. Chapter III focuses on the legislatively mandated mission of the community college system from which accountability outcome measures have been developed, providing charts illustrating the relationship between the system's mission statement and accountability measures and goals. This chapter also provides data on current outcomes and 5-year goals for the transfer program, vocational and career preparation programs, and student development services. Finally, chapter IV reviews the types and role of program reviews in accountability and outlines future activities. Extensive appendixes include an excerpt on community college accountability from Florida legislation, the state community college mission statement, the 1995-96 budget request, goals and strategies from the 1993 Master Plan, and a list of Florida community colleges. (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 377 913

Florida
Community College System
1994
Accountability Plan



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
● Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
H.L. Rudy
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

JC 950 049

BEST COPY AVAILABLE

TABLE OF CONTENTS

State Board of Community Colleges

Committee on Accountability and Effectiveness

Chapter I. - Introduction
A. Introduction
B. History
C. Process

Chapter II - Oversight and Improvement Strategies
A. Oversight of Accountability Process
B. Improvement Strategies and Activities

Chapter III - Accountability Measures and Goals
A. Community College Mission
B. Associate in Arts Degree Transfer Program
    1. Retention/Success Measures
    2. CLAST Measure
    3. AA Student Performance Measure
C. Associate in Science and Vocational Certificate Programs
    1. Retention/Success Measures
    2. Licensure Pass Rate Measures
    3. Placement Rate Measures
D. Student Development Support Programs
    1. Access/Equity Measure
    2. College Preparatory Success Measure

Chapter IV - Future Activities and Other Accountability Processes
A. Future Activities
B. Other Accountability Processes

List of Tables

Table 1 Community College Accountability Process
Table 2 Accountability Planning Process
Table 3 Accountability Oversight Process
Table 4 Associate in Arts Retention Measure
Table 5 Associate in Arts Success Measure
Table 6 CLAST Measure
Table 7 Associate in Arts Transfer Student Measure
Table 8 A.A. Transfers to the SUS by Ethnicity
Table 9 Associate in Science Retention Measure
Table 10 Associate in Science Measure
Table 11 Licensure Pass Rate Measure
Table 12 State Licensure Passing Rate Vocational Programs
Table 13 Placement Rate Measure
Table 14 Access and Equity Measure
Table 15 Access Enrollment Report
Table 16 Access Enrollment Report
Table 17 College Preparatory Success Measure
Table 19 College Preparatory Retention and Success
Table 19 Success Measure

Appendices

A. Accountability Legislation
B. Community College Mission Statement
C. State Board of Community Colleges 1995-96 Budget Request
D. 1993 Community College Master Plan Goals and Strategies
E. Florida's Community Colleges

STATE BOARD OF COMMUNITY COLLEGES

Patrick E. Byrne II, Chair
1449 Bayshore Drive
Niceville, FL 32578

John M. Belohlavek
702 South Fielding Ave.
Tampa, FL 33606

Philip Benjamin
6650 Sunset Way, Apt. 419
St. Petersburg Beach, FL 33706

Richard W. D'Alemberte
P. O. Box 66
Chattahoochee, FL 32324

Mable Dorsey
913 S. E. 9th Place
Gainesville, FL 32602

George I. Platt III
1121 N. Rio Vista Blvd.
Ft. Lauderdale, FL 33301

Wendell W.Williams
P. O. Box 1441
Avon Park, FL 33825

J. Wayne Beighle
6327 Palmas Bay Club
Port Orange, FL 32127

C. Ronald Belton
P. O. Box 923
Jacksonville, FL 32201

Frank Brogan
Commissioner of Education
PL 08 The Capitol
Tallahassee, FL 32399

Margarita R. Delgado
2050 Coral Way, Suite 302
Miami, FL 33145

Minh-Quyen (Mindy) Duong
3000 NW 83rd Street
Student Center Rm. #SAC008
Gainesville, FL 32606

Marjorie Starnes
2069 First Street, #202
Ft. Myers, FL 33901

Clark Maxwell, Jr.
Executive Director
Florida Community College System
1401 Florida Education Center
Tallahassee, FL 32399-0400

COMMITTEE ON ACCOUNTABILITY AND EFFECTIVENESS

Dr. Edwin R. Massey, Chair
President
Indian River Community College
3209 Virginia Avenue
Fort Pierce, Florida 34981-5599
(407) 462-4700

Dr. Tom Furlong, Chair
Strategies Improvement
Subcommittee
Vice-President, Educational Services
Tallahassee Community College
444 Appleyard Drive
Tallahassee, Florida 32304-2895
(904) 922-8135 (904) 488-2203

Dr. Ted Wright, Chair
Data Collection and Verification
Subcommittee
Director Institutional Research
Broward Community College
225 East Las Olas Boulevard
Ft. Lauderdale, Florida 33301
(305) 761-7482

Dr. Philip Day, Chair
Planning & Evaluation
Subcommittee
President
Daytona Beach Community College
Post Office Box 2811
Daytona Beach, Florida 32120-2811
(904) 255-8131 Ext. 3200

Dr. Linda Adair, Vice-President
Instructional Services
Gulf Coast Community College
5230 West Highway 98
Panama City, Florida 32401-1044
(904) 872-3805

Dr. Tom Delaino, Vice-President
Planning, Administration & Human Resources
Pensacola Junior College
1000 College Boulevard
Pensacola, Florida 32504-8998
(904) 484-1000

Dr. James Olliver, Vice President
Institutional & Program Planning
St. Petersburg Junior College
Post Office Box 13489
St. Petersburg, Florida 33733
(813) 341-3315
Suncom 532-3318

Dr. Roy Raines
Vice President
Manatee Community College
5840 26th Street, West
Bradenton, Florida 34206
(813) 755-1511 Ext. 4200

Mr. David Hellmich
Coordinator, Institutional Research
Santa Fe Community College
3000 N.W. 83rd Street
Gainesville, Florida 32602
(904) 395-5177

Dr. Dennis Gallon
Campus President,
Kent Campus
Florida Community College
3939 Roosevelt Boulevard
Jacksonville, Florida 32205
(904) 632-3309

Dr. Lou Cleveland
Chipola Junior College
3094 Indian Circle
Marianna, Florida 32446
(904) 526-2761

Dr. W. Michael Hooks
Vice-President
Planning, Research & Development
Valencia Community College
Post Office Box 3028
Orlando, Florida 32802-3028
(407) 299-5000 (407) 426-8970

Mr. Robert W. Moses, Dean
Planning & Program
Development
Indian River Community College
3209 Virginia Avenue
Fort Pierce, Florida 34981-5599
(407) 462-4703
FAX (407) 462-4796

Dr. Shann Purinton
Vice President, Student Affairs
St. Johns River Community College
5001 St. Johns Avenue
Palatka, Florida 32177
(904) 328-1571 Ext. 30

Dr. Marsha Belcher
Associate Dean
Miami-Dade Community College
Wolfson Campus
300 N.E. 2nd Avenue
Miami, Florida 33132
(305) 237-7488

Dr. Sherry Thomas-Dertke
Dean of Instruction (District)
Pasco-Hernando Community College
10230 Ridge Road
New Port Richey, Florida 34654
(813) 847-2727 Ext. 3306

Jim Wilson
Bldg. 7-213, Speech
3501 S.W. Davie Road
Davie, Florida 33314
(305) 475-6704

BEST COPY AVAILABLE

CHAPTER I

INTRODUCTION AND HISTORY OF ACCOUNTABILITY ACT

Introduction

The Florida Community College 1994 ACCOUNTABILITY PLAN is being submitted in accordance with Section 240.324, Florida Statutes. The Plan establishes the goals and processes that have been and are being implemented to provide for the "systematic, ongoing improvement and assessment of the quality and efficiency of the State Community College System" (s. 240.324, F.S.). The Plan is not intended to be a static document, but rather represents an accountability process that is constantly evolving. It is also not intended to be representative of the entire scope of activities and services offered by Florida's Community Colleges. Rather, the Plan focuses on outcome measures based on the System's primary missions as stated in legislation.

One of the purposes of the Accountability Plan is the establishment of a viable process that allows the institutions to assess and improve their quality and effectiveness. The second purpose of the Plan is to convey to higher education's various constituents the current status and future direction of the community college system.

In education, progress and change are not measured through short-term goals. Rather, progress is measured over an extended period of time. The effect of changes implemented in the current year will not be evident until sometime in the future, in some cases as many as four years or more. For instance, when looking at retention or success data or the performance of AA degree students in the State University System (SUS), the cohort must be identified and then tracked for a number of years to assess its performance. Consequently, the Accountability Goals have been set for five years out, at which time the Plan will be reviewed in its entirety. On an annual basis, an Accountability Data Report will be published. The report will review the data, assess progress made toward reaching the established goals, and continue to develop strategies for improvement.

In accordance with the Legislation each community college developed an Institutional Accountability Plan and established Institutional Five Year Goals. The Community College Accountability Plan has focused on systemwide goals.

The systemwide goals are not intended to be targets toward which local institutions should strive. In some cases, institutions may already be beyond the systemwide goal and in others considerably below. The systemwide goals are intended to be aggregate goals set in anticipation of improvement throughout the entire system.

The Community College Accountability Plan has been developed by the Committee on Accountability and Effectiveness, a standing committee under the State Board of Community Colleges Program and Planning Committee. The Plan was presented and approved by the State Board of Community Colleges. Each Institutional Plan will be reviewed by the Committee on Accountability and Effectiveness and a report submitted to the State Board of Community Colleges.

History

The Accountability Legislation was passed during the 1991 legislative session. (See Appendix A.) The legislation mandates that a "management and accountability process be implemented which provides for the systematic, ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System." Further, the legislation requires that the "State Board of Community Colleges and the community college boards of trustees develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System." The Accountability Plans must address the following issues:

a. Graduation rates of associate in arts and associate in science degree-seeking students;

b. Minority student enrollment and retention rates;

c Student performance, including performance rates on the college level academic skills tests (CLAST), transfer student performance at the State University System, and performance on licensure exams;

d. Job placement rates of community college vocational students; and

e. Student progression by admission status and program .

These issues have been addressed within the Community College 1994 Accountability Plan and within each of the Institutional Accountability Plans. Beginning with the 1991 legislation an accountability committee was created to develop systemwide accountability outcome measures based on the legislation and to provide for the collection of the data. In almost all cases, efforts were undertaken to allow the data to be extracted from the Division of Community Colleges' student data base. All of the current data reports except for two are data derived from the student data base. Subsequent to the 1991 plan, interim reports have been submitted to the Legislature which have built on the previous years work and which have culminated in the 1994 Accountability Plan.

Chapter II discusses the accountability oversight process and systemwide strategies and activities that are being implemented to improve the quality and effectiveness of the System. The oversight section shows the connection among the Institutions, the Committee on Accountability and Effectiveness, and the State Board of Community Colleges.

Chapter III begins with the legislatively mandated mission of the community college system found in Section 240.301 Florida Statutes. From the mission, accountability outcome measures have been developed. Two charts in Chapter III illustrate the relationship between the Community College System mission statement and the accountability measures and goals. Each aspect of the mission and the related accountability outcome measure is addressed separately. Supporting data are included to show the system's current standing and the proposed five-year goals.

Finally, Chapter IV discusses future activities and other accountability processes. While the legislation has certain measures or issues that are addressed in the Accountability Plan, a number of other processes also exist which address other aspects of accountability. These will be discussed in this section.

CHAPTER II

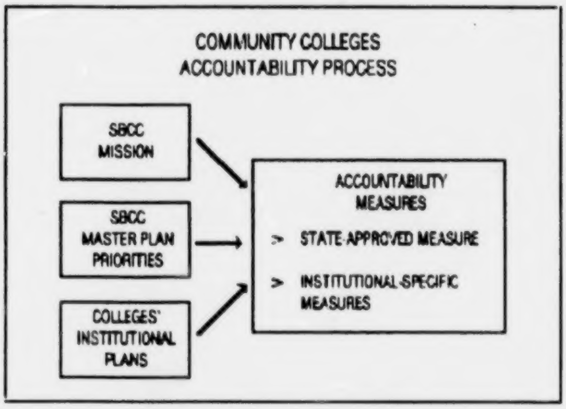
ACCOUNTABILITY OVERSIGHT AND IMPROVEMENT STRATEGIES

Oversight Efforts

During the past year, the State Board of Community Colleges took two significant steps toward consolidating and expanding efforts related to institutional and statewide accountability. First, it adopted the recommendations included in the master plan for community colleges which advocated that institutional effectiveness and accountability activities at both the state and local levels be strengthened and effectively articulated in order for the state's community colleges to be in a position of providing significant leadership on these issues.

Secondly, and in direct response to the recommendations in the master plan, the State Board, with the support of the Council of Presidents established a Committee on Accountability and Effectiveness. The Committee has the responsibility for overseeing and coordinating initiatives related to the implementation of the statewide accountability efforts and to ensure that planning and accountability activities at the local level are consistent with and related to the priorities set forth in the Florida Community College Master Plan as well as to legislative mandates.

In order for the State Board of Community Colleges and the Division of Community Colleges to respond adequately to the legislatively-mandated statewide accountability outcome measures, each community college within the system must develop an Institutional Accountability Plan that represents institutional plans for accountability and effectiveness as well as progress toward achievement. The Accountability Plans prepared by the institutions need to take into account three levels of planning: (1) the statewide mission for community colleges, (2) the statewide master plan's strategic


COMMUNITY COLLEGES
ACCOUNTABILITY PROCESS
SBCC MISSION
SBCC MASTER PLAN PRIORITIES
COLLEGES' INSTITUTIONAL PLANS
ACCOUNTABILITY MEASURES
> STATE-APPROVED MEASURE
> INSTITUTIONAL-SPECIFIC MEASURES

priorities, and (3) local institutional plans. Accountability Plans should be related to all three components, each of which is further described below:

Statewide Mission of Community Colleges

The foremost statement reflecting the purposes and goals of the community college and to which outcome measures must be related is the statewide mission for community colleges. This statement was amended in 1994 and is contained in the Section 240.301 Florida Statutes (See Appendix B). The primary mission of the community colleges includes being responsible for the following:

- Providing lower-division undergraduate instruction and awarding associate degrees;
- Preparing students directly for vocations requiring less than baccalaureate degrees; and
- Promoting economic development for the state within each college district through the provision of special programs.

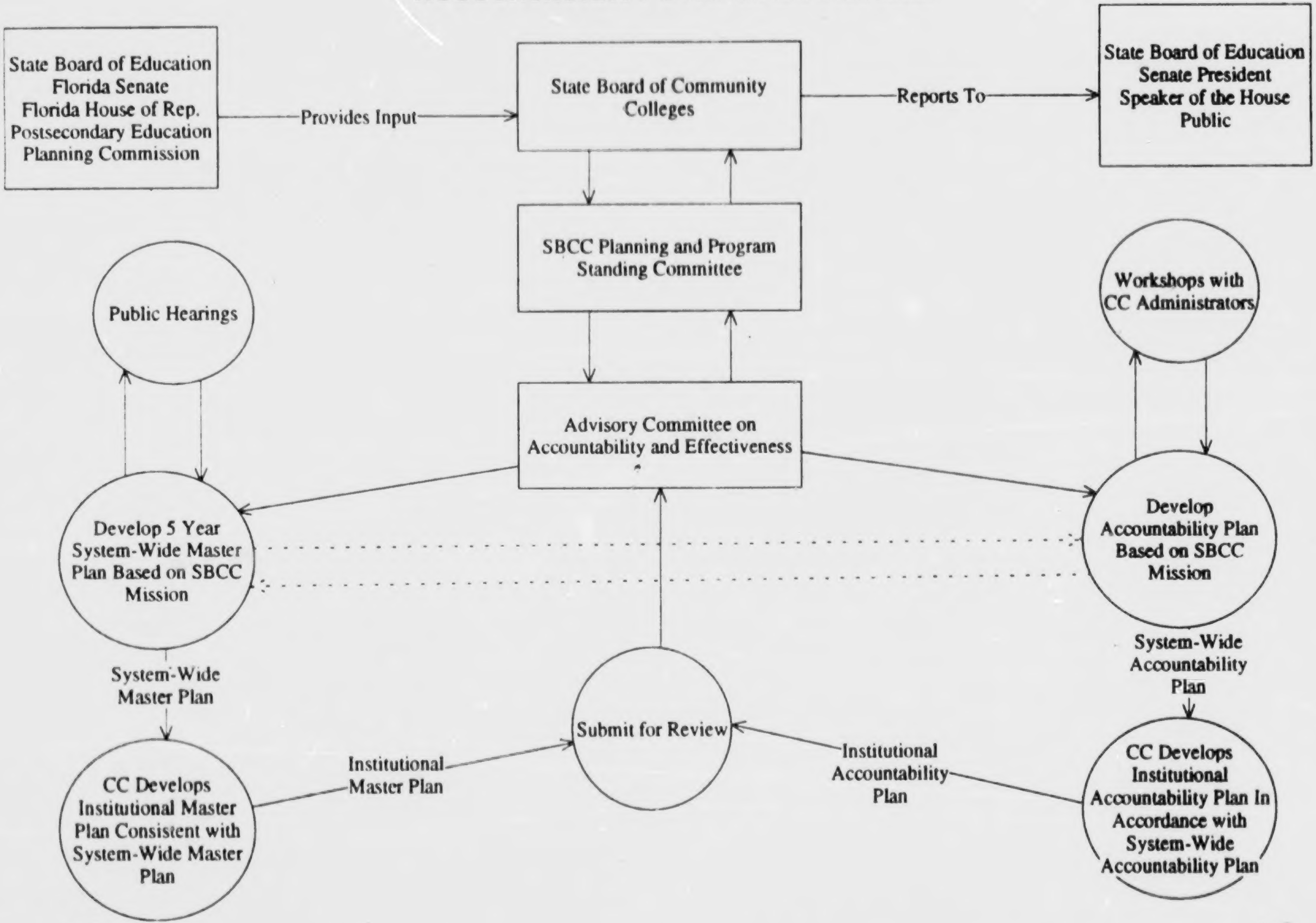
The secondary role for community colleges includes offering programs in the following:

- Community services which are not directly related to academic or occupational advancement;
- Adult precollege education; and
- Recreational and leisure services.

Statewide Master Plan Priorities

The 1993 Master Plan for Florida's Community Colleges embraces the overall theme of achieving education equity for all students through access and quality. The vision of the Master Plan is that by the year 2000, student success in college will no longer depend on race, ethnicity, or economic status at birth, that the global economy will benefit from the full participation of an increasingly diverse population, and that the community colleges will contribute significantly to these ideals. The areas of emphasis and priority in the Master

TABLE 3
ACCOUNTABILITY OVERSIGHT PROCESS


State Board of Education
Florida Senate
Florida House of Rep.
Postsecondary Education
Planning Commission
Provides Input
State Board of Community Colleges
Reports To
State Board of Education
Senate President
Speaker of the House
Public
SBCC Planning and Program Standing Committee
Public Hearings
Workshops with CC Administrators
Advisory Committee on Accountability and Effectiveness
Develop 5 Year System-Wide Master Plan Based on SBCC Mission
Develop Accountability Plan Based on SBCC Mission
System-Wide Master Plan
System-Wide Accountability Plan
Submit for Review
Institutional Master Plan
Institutional Accountability Plan
CC Develops Institutional Master Plan Consistent with System-Wide Master Plan
CC Develops Institutional Accountability Plan In Accordance with System-Wide Accountability Plan

- Identification and development of systemwide strategies and activities that will facilitate reaching the systemwide accountability goals; and

- Assessment of other reporting requirements in relation to the accountability report to avoid duplication of reporting requirements or to make reporting requirements consistent.

Oversight of Institutional Plans

The Committee on Accountability and Effectiveness has developed a process for evaluating institutional accountability plans. The process includes assessment of the following items:

- Institutional Planning Process and Mission and Goals
  - Does the plan describe the college's planning process?
  - Does the plan describe the evaluation process and its use?
  - Does the plan include a written mission statement including date of approval by the Board and a list of goals?

- Relationship of Institutional Mission/Plan to Statewide Plan
  - Does the plan indicate when goals were developed and are to be achieved?
  - Is the college's plan linked to the statewide mission for community colleges and statewide Master Plan goals?

- Institutional Accountability Plans and Progress Reports
  - Does the plan include a report of current data, five year performance goals, and activities and strategies to meet goals for state-approved measures?
  - Does the plan provide information on institution-specific accountability measures and a narrative describing use of additional measures for institutional planning and evaluation?

- Does the plan identify other occasional or periodic assessment-type activities and summarize plans and programs in reaccreditation or other anticipated assessment studies?

- Do the goals established by the college reflect an effort to improve or maintain the statewide goals?

The Budget Process

The 1995-96 Community College Budget was based on four budget objectives:

1) To achieve a continuing basic support level that will sustain the quality of community colleges;

2) To increase basic support for educational quality enhancement that will lead to new levels of institutional performance;

3) To continue and expand the successful categorical programs that respond to unique current needs of the colleges and their constitutents; and

4) To initiate new categorical programs that respond to emerging issues unmet by the current resources of community colleges.

Each of the budget objectives is supported by the goals and activities defined in the Community College Master Plan. Through the statewide master planning process the State Board of Community Colleges identified the extraordinary demographic and economic challenges anticipated in the next half decade. The Master Plan goals and strategies set the direction for the community colleges, and the 1995-96 budget request is the fiscal extension of the Master Plan. Through the accountability process, the program and performance of the community college system will be monitored by the Board on a year by year basis, thus completing the link of three major systems--planning, budgeting and accountability. (See Appendix D for a complete Budget presentation.)

Finally, the State Board of Community Colleges, as directed by legislation, requires local Boards of Trustees to include in their evaluation of the President, his or her leadership in the following areas:

a) Implementation of the Accountability Process at the local level;

b) Progress achieved in areas related to Institutional Equity as outlined in the college's Annual Equity Plan; and

c) Progress achieved in demonstrating compliance with the legislative mandate on development/integration of student personnel, financial, and facilities databases.

Postsecondary Education Planning Commission

The legislature has also mandated in proviso and in statute that the Postsecondary Education Planning Commission (PEPC) "review and evaluate the accountability plans in public postsecondary education." PEPC has produced a document which describes the provisions and the timeline under which each college's plan and the Systemwide Accountability Plan will be evaluated. The Systemwide Plan, according to the PEPC report will be evaluated to see if it includes or accomplishes the following:

- Fosters institutional improvement;
- Is based on the mission statement of the State's postsecondary system;
- Is related to a few specific state priorities;
- Is related to Commission and System Master Plan goals;
- Contains a few key measures for each priority;
- Includes performance at a single point in time and trends;
- Provides comparisons with peer systems or states;
- Includes major institutional functions;
- Evaluates inputs, processes, outputs, and outcomes; and
- Is available to the public in an accessible and understandable format.

The PEPC evaluations will take place over the next five years and will culminate in a summative review.

Improvement Strategies and Activities

Each college submitted to the State Board of Community Colleges an Institutional Accountability Plan. The Plan was developed according to guidelines established by the Board. For each accountability measure, the colleges identified the strategies and activities that they pursue as they tried to improve their current status and reach their goals. As a part of the accountability improvements, a Subcommittee of the Committee on Accountability and Effectiveness will work to identify exemplary college programs and disseminate the programs to the other colleges.

CHAPTER III

THE FLORIDA COMMUNITY COLLEGE SYSTEM ACCOUNTABILITY MEASURES AND GOALS

The Community College System Mission

The five purpose statements derived from the statewide mission for community colleges--graduation rates, minority retention rates, student performance, job placement rates and student progression--serve as the framework for addressing the accountability issues included in the legislation: The relationship between the accountability measures and the community college mission is illustrated Chart I.

Two mission purposes should be noted: Promoting economic development and community educational services, **as defined in the legislation,** are institutional in nature. The statement in legislation, which defines economic development as a mission, speaks specifically to "special programs" such as Enterprise Florida related programs and technology transfer centers. These activities are not conducted systemwide, but can be implemented at a community college under the direction of the local Board of Trustees. The same is true for community services activities which are developed at each of the colleges to meet the specific needs of their community. Consequently, outcome measures that are directly related to the economic development purpose and community service purpose are institutional-specific and would be found in the local Institutional Plans. Systemwide, all of the outcome measures contribute to the economic development of the State. However, the measures which would most accurately portray the community college participation in economic development are included in the occupational/vocational section and include such measures as the licensure pass rate and the placement rate.

Chart II displays the mission, programs, performance indicators (or outcome measures), the performance goals, and the strategies and activities from the Master Plan that are related to the accountability measures.

Plan for the Community college comprise the eight priorities below:

1. Preserve open access and increase student success;

2. Strengthen the quality of programs and curricula;

3. Strengthen articulation, cooperation, and collaboration;

4. Establish partnerships for economic development initiatives and strategies;

5. Strengthen the human resources of the community colleges;

6. Strengthen the utilization of technology;

7. Renew Florida's commitment to community college fiscal stability; and

8. Strengthen and provide leadership in institutional accountability.

The eighth priority in the Master Plan establishes the context for subsequent efforts to promote and expand the community college system's accountability initiatives. The concerted attempt to link performance-oriented accountability measures with an integrally related statewide mission, statewide planning priorities, and local institutional planning and institutional effectiveness process is rooted in the eighth priority of the Master Plan. Specifically, the priority contains the following objectives to be achieved:

8.1 Implement and monitor the effectiveness indicators developed by the Committee on Accountability and Effectiveness and adopted by the 1991 legislature;

8.2 Embrace the criteria for accreditation and emphasis on institutional effectiveness as outlined by the Southern Association of Colleges and Schools (SACS);

8.3 Develop institutional effectiveness plans at the college level and utilize the assessment results to improve the quality of institutional performance;

8.4 Establish mechanisms to measure institutional achievements toward Community College Master Plan goals; and

8.5 Expand approaches to local college governance that foster maximum feasible local control while preserving appropriate legal accountability to the state.

(See Appendix E for a complete listing of Master Plan Strategic Goals and Activities.)

Colleges' Institutional Goals

Each of Florida's twenty-eight community colleges has an established institutional planning process, albeit institutions differ in the types of planning systems employed. Most institutions have long range master plans in place, and many have annual plans at the institutional and departmental levels. These plans contain long range goals that are derived from both an examination of the institutional and community needs as well as statewide priorities and direction (including those provided by the Statewide Master Plan). The result is a congruence between local planning and statewide planning.

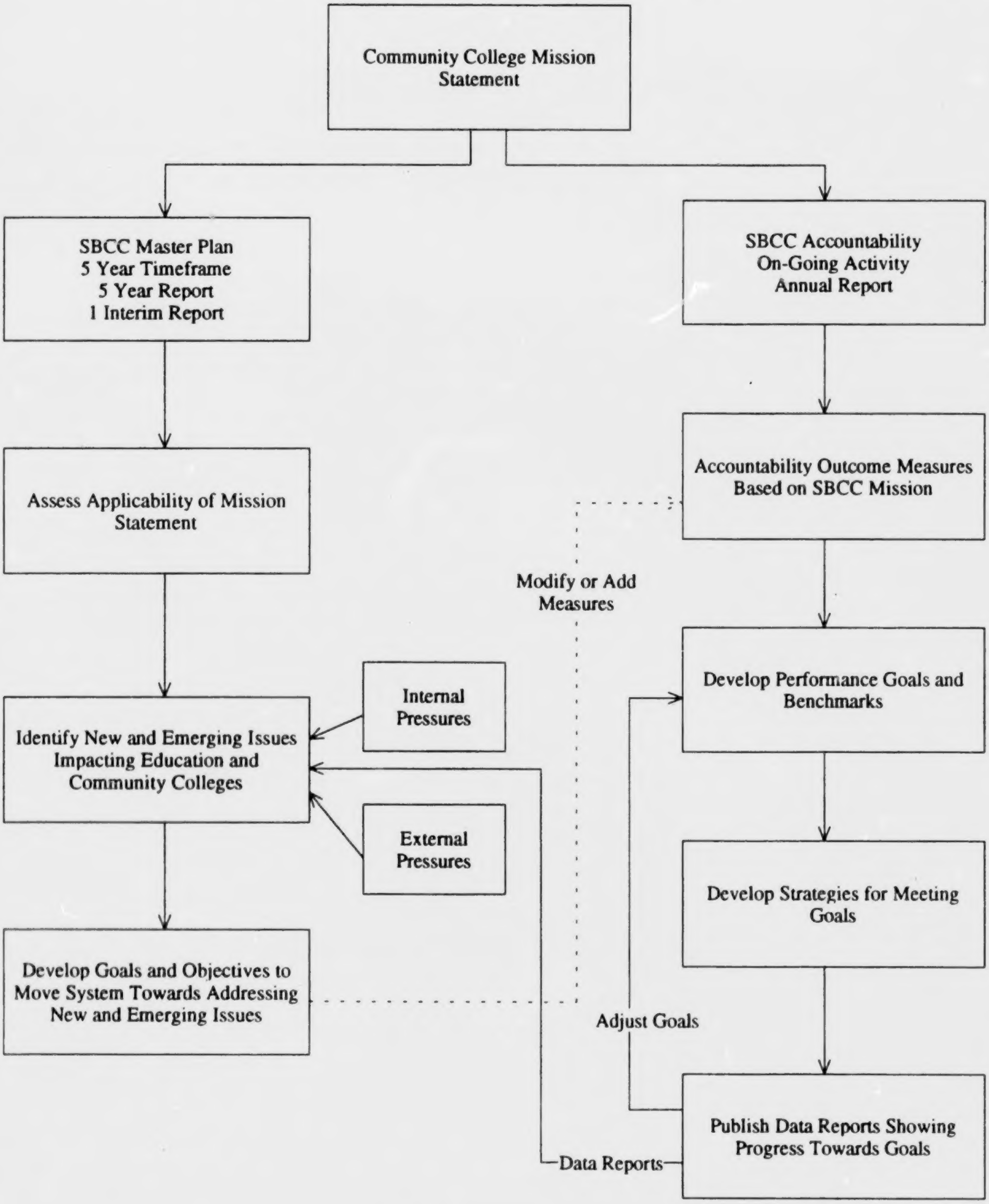
Given that institutions also have established outcomes measures assessment components as part of their planning processes, it is reasonable to assume that these institutions collect and analyze performance results for institutional goals as well as the statewide outcomes measures. This practice has increased considerably in recent years because of the Southern Association of Colleges and Schools' emphasis on institutional effectiveness and assessment systems. Reaccreditation requires meeting the criteria of "broad-based continuous planning and evaluation" and "assessing the achievement of results."

The community colleges' Accountability Plans need to provide for establishing the connections between local institutional plans, statewide master plan priorities, the statewide mission for community colleges, and the statewide accountability outcome measures (See Table 2 for illustration of process).

Accountability Measures: State-Approved and Institution-Specific

The accountability legislation was passed during the 1991 legislative session. The indicators specified in Section 240.324 F. S. require annual reporting on graduation rates, minority enrollment and retention, student performance, job placement rates, and student progression.

TABLE 2
ACCOUNTABILITY PLANNING PROCESS


Community College Mission Statement
SBCC Master Plan
5 Year Timeframe
5 Year Report
1 Interim Report
SBCC Accountability
On-Going Activity
Annual Report
Assess Applicability of Mission Statement
Accountability Outcome Measures Based on SBCC Mission
Modify or Add Measures
Identify New and Emerging Issues Impacting Education and Community Colleges
Internal Pressures
External Pressures
Develop Performance Goals and Benchmarks
Develop Strategies for Meeting Goals
Develop Goals and Objectives to Move System Towards Addressing New and Emerging Issues
Adjust Goals
Publish Data Reports Showing Progress Towards Goals
Data Reports

In addition to state-approved measures, community colleges maintain accountability through assessing institution-specific measures, whether electively determined as part of a broader internal evaluation system or required by an external accreditation or licensing process. Examples of institution-specific measures are the following:

- Faculty productivity indicators
- Faculty/staff ethnicity
- Training outcomes indicators
- Service area enrollment indicators
- Community needs, satisfaction indicators
- Student/parent satisfaction indicators
- Fiscal audit indicators

Oversight of Systemwide Accountability

Accountability oversight has been addressed through the creation of the Committee on Accountability and Effectiveness. The Committee serves in an advisory capacity to the State Board of Community Colleges' Planning and Program Standing Committee. The lines of authority for the Committee are depicted in Table 3. The Committee has been charged with the following:

- Development of the Community College Accountability Plan every five years and the annual Accountability Reports;

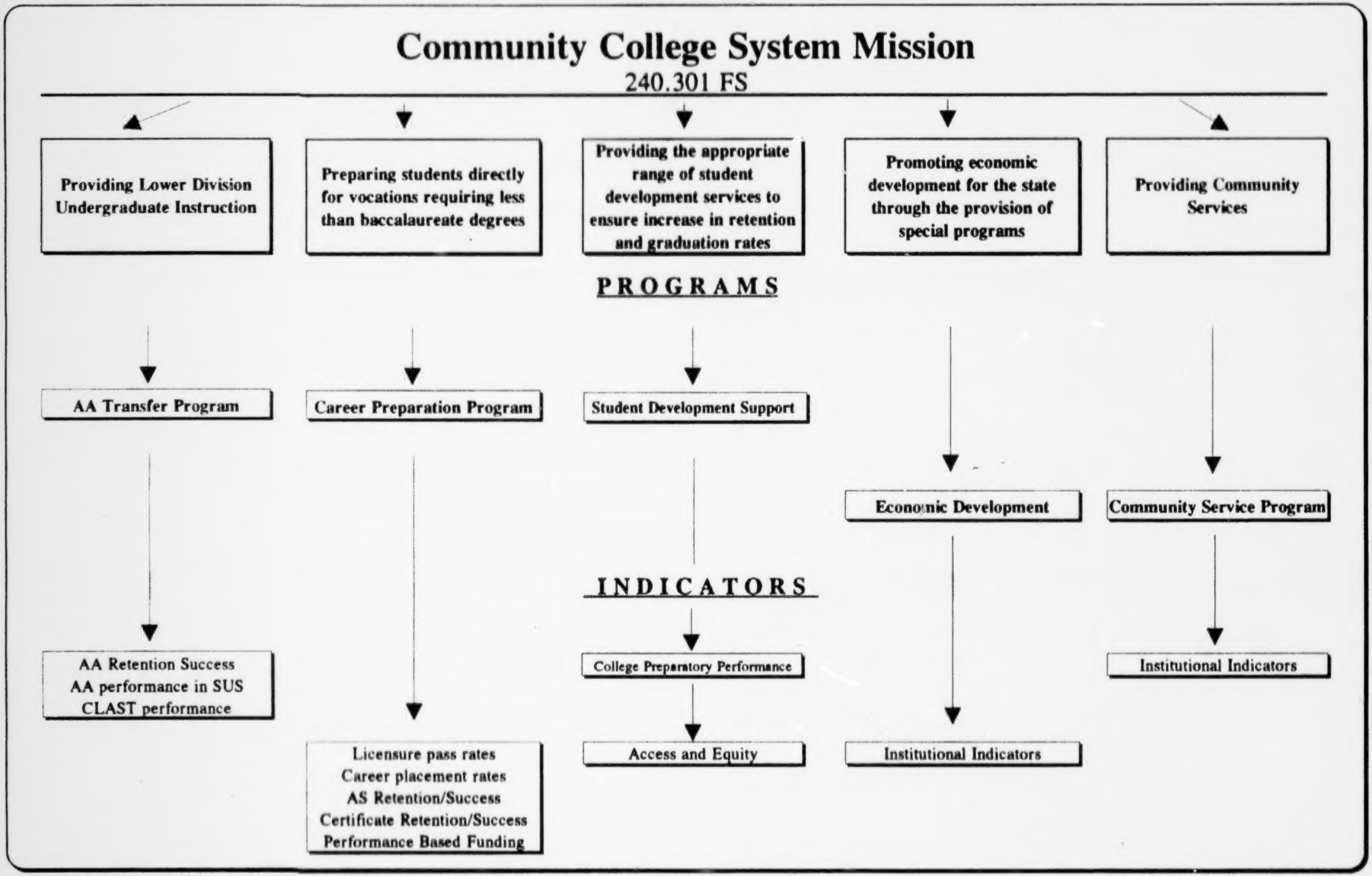
- Development and modification of accountability outcome measures that address the issues identified in Section 240.324 F. S. and also address the community college mission as defined in Section 240.301 F.S.;

- Collection of data utilized to assess the accountability outcome measures;

- Development of a coherent process linking the master plan and accountability processes so they function in a logical manner with minimal duplication of effort;

- Providing oversight to the accountability process, including reviewing the community colleges' institutional accountability plans and master plans to ensure adherence to the Systemwide Accountability Plan and Community College Five-Year Master Plan and to identify exemplary practices being employed to meet institutional accountability goals;

CHART I



Community College System Mission

240.301 FS

Providing Lower Division Undergraduate Instruction

Preparing students directly for vocations requiring less than baccalaureate degrees

Providing the appropriate range of student development services to ensure increase in retention and graduation rates

Promoting economic development for the state through the provision of special programs

Providing Community Services

PROGRAMS

AA Transfer Program

Career Preparation Program

Student Development Support

Economic Development

Community Service Program

INDICATORS

AA Retention Success
AA performance in SUS
CLAST performance

Licensure pass rates
Career placement rates
AS Retention/Success
Certificate Retention/Success
Performance Based Funding

College Preparatory Performance

Access and Equity

Institutional Indicators

Institutional Indicators

CHART II

MISSION/RESPONSIBILITY AREA	PERFORMANCE INDICATORS	PERFORMANCE GOALS	STRATEGIC CHALLENGES & ACTIVITIES	BUDGET OBJECTIVE
** Undergraduate Instruction Associate in Arts transfer Program* To prepare students for transfer to four year colleges and universities by providing low-level undergraduate instruction and awarding associate degrees.	RETENTION This measure indicates the number and percent of associate in arts seeking students who graduated or are enrolled after four years from the date of initial enrollment.	To retain or graduate at least 70% of the AA degree students four years after the date of initial enrollment.	**2. Strengthen the quality of programs and curricula among community colleges.** 2.4 Continue to improve the overall quality of A.A. degree transfer programs. **3. Strengthen articulation, cooperation, and collaboration among public schools, community colleges, the State University System, and other institutions.**	Need Program Review Budget Issue
	SUCCESS The success measure indicates the number and percent of associate in arts seeking students who have graduated, are enrolled in good standing, or left in good standing after four years from date of initial enrollment.	To graduate or retain in good standing or have left in good standing at least 80% of the AA students four years after the date of initial enrollment.	3.1 Improve, strengthen, and expand the articulation agreements between community colleges, and the state university system (A.A. & A.S.), and independent colleges. •Continue to emphasize and improve upon common course numbering system. •Use SACS accreditation status as criteria to guide articulation efforts. •Continued emphasis on the common calendar.	
	GRADE POINT AVERAGE This measure will indicate the grade point performance of associate in arts degree students who transfer to state universities by community college and by ethnic category.	At least 70% of the associate in arts degree students who have transferred to a state university will perform at a grade point average of 2.5 or above.	3.2 Expand and promote articulation between K-12 area centers and community colleges. •Tech-Prep •Pre-college preparation programs (assessment, support services, research) •Honors programs •Staff development •Student tracking	**Degree Audit $5.16 million (FIRN Budget)**
	CLAST This measure will show the number and percent of students who have completed 60 or more college credit hours at a specific institution, excluding college prep courses, and have met the CLAST standards.	To have at least 90% of the students who have completed 60 credit hours meet the CLAST standards.	3.3 Support the state university system efforts to receive and allocate sufficient resources to provide expanded transfer opportunities for community college students. Particular emphasis needs to be given in the following areas: •Teacher Education Programs •Business Programs •Nursing and Allied Health Programs	

CHART II

MISSION/ RESPONSIBILITY AREA	PERFORMANCE INDICATORS	PERFORMANCE GOALS	STRATEGIC CHALLENGES & ACTIVITIES	BUDGET OBJECTIVE
**Vocational Education Programs Associate in Science and Vocational Certificate (Career Peparation)* To prepare students for immediate employment and career opportunities by preparing students directly for vocations requiring less than baccalaureate degrees, including, offering credit and non-credit associate degree and certificate level courses and programs	RETENTION This measure indicates the number and percent of associate in science and postsecondary adult vocational certificate students who have graduated or are enrolled after four years from the date of initial enrollment	To retain or graduate at least 70% of the AS and vocational certificate students four years after the date of initial enrollment	**2. Strengthen the quality of programs and curricula among community colleges.** 2.1 Expand and revitalize postsecondary vocational and work force training programs and provide appropriate career development/counseling services **2.2 Strengthen curriculum in postsecondary vocational programs to ensure content and competencies reflect up-to-date employment requirements.**	**Performance Based Incentive Program $2,500,000. Capitalization Incentive Program $5,000,000. (Measures 3)**
	SUCCESS This measure indicates the number and percent of associate in science and postsecondary adult vocational certificate students who have graduated, are enrolled in good standing, or left in good standing after four years from date of initial enrollment	To graduate or retain in good standing or have left in good standing at least 80% of the AS and vocational certificate students four years after the date of initial enrollment.	2.6 Expand the effective and proficient use of technology in instruction. **3. Strengthen articulation, cooperation, and collaboration among public schools, community colleges, the state university system and other institutions.** 3.4 Expand articulation efforts with military agencies, corrections agencies, private colleges, and business and industry 3.5 Continue to review programs and curriculum to ensure that students can move through the systems rapidly as their circumstances permit *Accelerated articulated programs	**Community College Inst. Technology $11,635,000 (no indicators)** **Military Related Economic Development $1,800,000 (no indicators)**
	LICENSURE PASS RATES This measure will show the distinct number of students tested, the number of students passed, and the percentage of students passed for each appropriate vocational program and licensure exam taken, by community college.	At least 90% of all students sitting for a licensure exam pass.		
	CAREER PLACEMENT RATES This measure will show the number and percent of students who complete a program and are placed in an occupation related to their instruction (which includes the military or continuing their education), and the number and percent of students who left a program that were placed into an occupation related to their instruction.	At least 90% of all students who complete a community college program will be successfully placed.		

CHART II

MISSION/RESPONSIBILITY AREA	PERFORMANCE INDICATORS	PERFORMANCE GOALS	STRATEGIC CHALLENGES & ACTIVITIES	BUDGET OBJECTIVE
**Student Development Services Student & Academic Development Support Programs* To pursue diversity, celebrate individual and cultural differences, and serve all persons who can benefit by providing special recruitment, counseling and evaluation services for students not traditionally served by higher education.	*Access and Equity* This measure will show the percentage and number of Florida public high school graduates from one year, by ethnic category, who enroll in the Community College System the following year	To increase the percentage of FTIC minority student enrollments until such enrollment equals the previous year's high school graduates for each ethnic category.	**1. Preserve open access and increase student success in community college programs.** 1.1 Enhance and sustain comprehensive college-prep programs for under prepared students (student tracking, assessment, support services, advisement/counseling). 1.2 Increase proportion of minorities enrolled and succeeding in community college programs. 1.4 Expand and improve special support services and accessible programs and facilities for special populations, handicapped, and students with learning disabilities **5. Establish partnerships at state and local level to support broad-based, multi-lateral economic development initiatives and strategies.** 5.4 Revitalize curriculum to reflect new and emerging technologies responsive to work force/work place requirements.	**Readiness for college $4,485,060 (Measure 4)** **Education Opportunity Program $3,958,804 (Measure 1)** **American with Disabilities $3,688,397** **Disabled Students Aid $2,656,867 (no indicator)** **Child Care Funding Program $1,290,676** **Child Care Pilot Project $157,154 (no indicator)** **Academic Improvement Trust Funds $8,081,000** **Health Care Quality Chall Grants $1,600,000**

CHART II

MISSION/RESPONSIBILITY AREA	PERFORMANCE INDICATORS	PERFORMANCE GOALS	STRATEGIC CHALLENGES & ACTIVITIES	BUDGET OBJECTIVE
Student Success To ensure student success by providing student development services	**COLLEGE PREPARATION** COMPLETION This measure will show the number and percent of students who tested into and enrolled in college preparatory courses, who have successfully completed the program within two years.	To graduate or retain in good standing or have left in good standing at least 80% of the students four years after the date of initial enrollment in college level courses.		
	RETENTION This measure shows the number and percent of students who have completed their college preparatory courses and have graduated, or are enrolled four years after initial enrollment in college credit courses.	To have at least 65% of all students who test into college preparatory reading successfully complete the program within two years. 68% - writing 55% - math		
	SUCCESS This measure shows the number and percent of students who have completed their college preparatory courses and have graduated, or are enrolled in good standing, or left in good standing four years after initial enrollment in college level courses.	To retain or graduate at least 70% of the full-time and part-time students four years after the date of initial enrollment in college level courses.		
	CLAST This measure will show the number and percent of students who have completed 60 or more college credit hours at a specific institution, excluding college prep courses, and have met the CLAST standards.	To have at least 68% (63.47% current status) of the students who completed a college preparatory program and subsequently went on to complete 60 credit hours meeting the CLAST standards. To have at least 90% (85.9% current status) of the students who were not in a college preparatory program and who have completed 60 credit hours meet the CLAST standards. To have a total (college prep and non-college prep) of at least 80% (76% current status) of all students who have completed 60 credit hours meet the CLAST standards. **The Committee thought that making a distinction between college prep and non-college prop students would be a valuable distinction. Therefore, they recommended adding two additional goals. Goal 2 of 90% did not change from last year.**		

BEST COPY AVAILABLE

UNDERGRADUATE EDUCATION

ASSOCIATE IN ARTS DEGREE TRANSFER PROGRAM

The primary mission and responsibility of the Community College System is "responding to the community needs for postsecondary academic education and postsecondary vocational education," which includes "providing lower-level undergraduate instruction and awarding associate degrees." The Community College System is recognized as the primary entry point for students seeking a postsecondary education. Over 33% of the graduating public high school seniors, which accounts for two thirds of the students who go on to postsecondary education, enroll in the community college system within one year after graduation. In 1992-93 there were 207,305 students enrolled in the associate in arts degree program (The Fact Book, August, 1994).

The associate in arts degree is recognized in statute as the transfer degree. Community college students who receive an associate in arts degree are guaranteed admission to the State University System (S. 240.116 F.S.). On an annual basis over 20,000 associate in arts degrees are awarded and 66 percent transfer the following fall into a public or private university (The Fact Book, August 1994; Articulation Accountability Report, 1994; FETPIP). Sixty-one percent of the students enrolled in the state university upper division began at a community college and 44% are community college associate in arts degree graduates (Articulation Accountability Report, 1994; Level I Data).

Because of the important role that the community college system plays in providing lower-level postsecondary education, several indicators have been developed to evaluate the success and quality of the associate in arts degree program. Those indicators include: the retention and success measures, College Level Academic Skills Test (CLAST) performance, and the performance of associate in arts degree transfer students in the State University System. It should be noted that the system's retention and success data are still in draft form. As a result, many of the institutions used institutional data to establish their goals. In some cases, institutional data were not available and goals could not be set. The Retention and Success Data Reports will be finalized by January, 1995, and provided to the institutions. If the final data report has substantial variations from the initial draft data, then the retention and success goals currently established will be re-addressed.

Associate in Arts Retention Measure

Definition: The Retention Measure reflects the number of associate in arts degree students, who have earned 18 credit hours, that were retained or graduated four years after the date of initial enrollment.

Retention Goal: To retain or graduate at least 70% of the associate in arts degree students four years after the date of initial enrollment.

Table 4

FTIC	Number Retained	Percent Retained	Goal
18,761	11,459	61.08%	70%

The cohort group was defined as the Fall 1990 First-Time-In-College (FTIC) students who, over the next four years, acquired at least 18 credit hours towards a degree. At the end of the four years, the measure evaluated the number and percent graduated and retained. Nearly 46% of the cohort were initially classified as part-time students. From 1990-1994, 18,761 associate in arts degree FTIC students had earned 18 credit hours or more. Of those, 11,459 or 61.08% had graduated or were retained.

Associate in Arts Success Measure

Definition: Similar to the retention measure, the success measure indicates how many associate in arts students, who have earned at least 18 credit hours, have graduated, were retained in good standing, or left in good standing four years after the date of initial enrollment.

Success Goal: To graduate, retain in good standing or have left in good standing at least 80 % of the associate in arts degree students four years after the date of initial enrollment.

Table 5

FTIC	Number Success	Percent Success	Goal
18,761	13,555	72.25%	80%

The cohort is defined as the Fall 1990 FTIC students who, over the next four years, acquired 18 credit hours towards a program. At the end of the four years, the success measure evaluated the number and percent graduated, retained in good standing or left in good standing. Of the total Fall 1990 FTIC group, 18,761 met the 18 credit hour criteria for inclusion in the cohort. Of those 13,555 or 72.25 % were graduated, retained in good standing, or left in good standing.

CLAST Measure

In order to be awarded an associate in arts degree, students must pass all four parts of the College Level Academic Skills Test (CLAST). The CLAST test is designed to be a measure of the communication and computation skills attained in the lower-division baccalaureate work done by university freshmen and sophomores and community colleges students seeking the AA degree. The data for the CLAST measure compare the performance of students who took college preparatory classes with those students who did not take any college preparatory classes. Performance goals are established for both groups and for all students combined.

Definition: The CLAST Measure shows the number and percent of student who have completed 60 or more college credits at a specific institution who have met the CLAST passing standards.

CLAST Goals:

Goal 1: To have at least 68% of the students who completed a college preparatory program and subsequently went on to complete 60 credit hours meet the CLAST standards.

Goal 2: To have at least 90% of the student who were not in a college preparatory program and who have completed 60 credit hours meet the CLAST standards.

Goal 3: To have a total (college prep and non-college prep) of at least 80% of all students who have completed 60 credit hours meet the CLAST standards.

Table 6

	Number	Pass Rate	Goal
College Prep	**19,407**	**63.47%**	**68.00%**
No Coll-Prep	**24,479**	**85.93%**	**90.00%**
Total	**43,886**	**76.00%**	**80.00%**

Associate in Arts Transfer Student Performance Measure

This measure looks at the performance of associate in arts degree transfer students in the State University System. Specifically, the measure looks at AA degree transfer students' level of achievement (i.e., grade point average) in upper-division work in the State University System. The data reports present the number of students that are enrolled at a state university by the community college from which they graduated. Students who started at one community college, transferred to another and then transferred to the State University System are not included in this report. Limiting this measure to students who have completed all their work at the same institution provides the institutions with the results of their own institutional performances.

Definition: This measure shows the percentage of students who are below 2.0 GPA, at or above 2.0, at or above 2.5 and at or above 3.0.

Transfer Goal: To have at least 70% of the associate in arts graduates who have transferred to a state university perform at or above a 2.5 grade point average.

Table 7

System Total	Below 2.0	At or Above 2.0	At or Above 2.5	At or Above 3.0
100% (9,616)	**12.78%**	**87.22%**	**67.89%**	**42.75%**

The AA transfer student performance measure also provides the same data broken down by those students who were referred to a college preparatory track prior to enrolling in the AA degree program and transferring to a state university. Table 8 shows the performance of AA degree students broken down by ethnicity and by college prep or non-college prep students.

Table 8

A.A. TRANSFERS

TO THE STATE UNIVERSITY SYSTEM

BY ETHNICITY

1991-92

Category Type	**Number of Transfers**	**Percent Below 2.0**	**Percent 2.0 & Above**	**Percent Above 2.5**	**Percent Above 3.0**
System Totals	9,616	12.78	87.22	67.89	42.75
Asian/Pacific Island	221	16.29	83.71	62.44	32.13
Black Non-Hispanic	566	22.61	77.39	53.36	27.56
Hispanic	1,239	15.98	84.02	63.28	38.10
American Indian/Alaskan	27	7.41	92.59	59.26	33.33
White	7,553	11.45	88.55	69.90	44.99
Other	10	.00	100.00	70.00	50.00
Non-College Preparatory	6,379	12.95	87.05	68.05	42.95
College Preparatory	3,237	12.45	87.55	67.56	42.35

Source: Accountability Report, 1994 ***File: ALL WPDOC ETHNTAA.CHT***

BEST COPY AVAILABLE

CAREER PREPARATION

ASSOCIATE IN SCIENCE AND VOCATIONAL CERTIFICATE PROGRAMS

The associate in science and vocational certificate programs prepare students to enter the workforce. These two programs also comprise an integral part of the primary mission of the Community College System to "respond to the community needs for postsecondary academic education and postsecondary vocational education." In 1992-93, 61,793 students were enrolled in an associate in science degree program and 24,301 in a certificate program. There are currently 104 associate in science degree programs offered in the Community College System.

A number of partnerships have been formed between community colleges and business and industry to develop programs that have resulted in well-trained and highly qualified students for placement in high skilled jobs.. While programs generally have accepted core competencies, many are specialized depending on the needs of the community. The job preparation programs must balance the needs of the local community with state needs, licensure requirements, and accreditation requirements. In addition, the student must be able to transfer the competencies learned to other communities. Indicators which measure the quality, success and efficiency of the associate in science and certificate programs include: The Retention and Success Measures, Licensure Pass Rates, and Placement Rates Measures.

Associate in Science Retention Measure

Definition: The Retention Measure assesses the number of associate in science degree students, who have earned at least 18 credit hours, were retained or graduated four years after the date of initial enrollment.

Retention Goals: To retain or graduate at least 70% of the associate in arts degree students four years after the date of initial enrollment.

Table 9

FTIC	Number Retained	Percent Retained	Goal
3,389	2.127	63.06%	70%

The cohort is defined as the Fall 1990 First-Time-In-College (FTIC) students, who, over the next four years, acquired at least 18 credit hours towards a degree. At the end of the four years, the measure evaluated the number and percent graduated and retained.

Associate in Science Success Measure

Definition: The success measure assesses how many associate in science degree students, who have earned at least 18 credit hours, have graduated, were retained in good standing, or left in good standing four years after the date of initial enrollment.

Success Goal: To graduate, retain in good standing or have left in good standing at least 80% of the associate in science degree students four years after the date of initial enrollment.

Table 10

FTIC	Number Success	Percent Success	Goal
3,389	2,418	71.35%	80%

Licensure Pass Rate Measure

Definition: The Licensure Pass Rate Measure shows the number of students tested, the number of students passed, and the percentage of students who passed the licensure exam for respective vocational programs.

Goal: To have at least 90% of all students who take licensure exams pass.

Table 11

	# Tested	# Passed	% Passed	Goal
System Total	8,791	7,644	87.00%	90.00%

The data to assess the licensure pass rate are aggregate data received from the individual licensing boards. There are a total of seventeen (17) community college programs systemwide that require a licensing exam in order to practice. Table 12 shows the systemwide distribution of students by program, the number passed and the percent passed. 8,791 community college students took a licensing exam in 1991-92. Of these, 7,644 or 87% passed the exam. For purposes of the Systemwide Accountability Plan only the totals were evaluated and used to determine goals. Specific program information is contained in the Institutional Accountability Plan.

Placement Rate Measure

The Placement Measure assesses the effectiveness of community college career preparation/vocational education programs by looking at the students who have completed a program and their placement in jobs related to that training.

Definition: This measure shows the number and percent of students who complete a program, were found in the Florida Education and Training Placement Information Program (FETPIP) pool of employed and were placed in an occupation related to their instruction.

Goal: At least 90% of all students who complete a community college program will be successfully placed.

Table 13

	# in Pool	# Placed	% Placed	Goal
System Total	8,511	7,071	83.08%	90%

Table 12
STATE LICENSURE PASSING RATE VOCATIONAL PROGRAMS
1991-92

Vocational Program Title	Number Tested	Number Passed	Percent Passed
Cosmetology	326	252	77.3
Dental Hygiene	264	242	91.7
Emergency Medical Services (EMS) Technology	388	359	92.5
Emergency Medical Technology - EMT	2,776	2,376	85.6
Environmental Science Technology	2	0	0.0
Fire Science Technology	144	106	73.6
Firefighting	480	421	87.7
Funeral Services	21	18	85.7
Land Surveying	4	2	50.0
Nursing (Associate Degree) R.N.	2,658	2,451	92.2
Paramedic	692	562	81.2
Physical Therapist Assisting	125	119	95.2
Practical Nursing	432	400	92.6
Respiratory Therapy	164	149	90.9
Wastewater Treatment Plant Operations	144	82	56.9
Water Treatment Plant Operations	156	98	62.8
Water & Wastewater Technology	15	7	46.7
SYSTEM TOTALS	**8,791**	**7,644**	**87.0**

Source: Accountability Report, 1994   *File: ALL WPDOC LICPRLST.CHT*

STUDENT DEVELOPMENT SERVICES

STUDENT DEVELOPMENT SUPPORT PROGRAMS

Student development support programs are an integral part of any college program. Development programs are generally any area outside of college-level and vocational instruction and general administration. They would include such functions as: Advising and counseling, student records, student activities, student rights and responsibilities, student housing, student financial assistance, student health services, intramural sports, intercollegiate athletics, and disability services. Many research studies have been done that have found a correlation between students' involvement in co-curricular activities associated with student development services and retention and graduation. Consequently, meeting the primary mission and responsibility of the Community College System means being responsible for: "providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development and remedial and tutorial services to ensure students success" (240.301(3)(c) F.S.).

In terms of statewide accountability measures, two indicators have been developed to address services which fall within the context of student development support programs. The first deals with equity and access and the second addresses the success of the college preparatory program.

Access and Equity Measure

Definition: The access and equity measure shows the number and percent of Florida Public High School graduates from one year, by ethnic category, who enroll in the State Community College system the following year.

Goal: To increase the percentage of FTIC student enrollments until such enrollment equals the previous year's high school graduates for each ethnic category.

Table 14

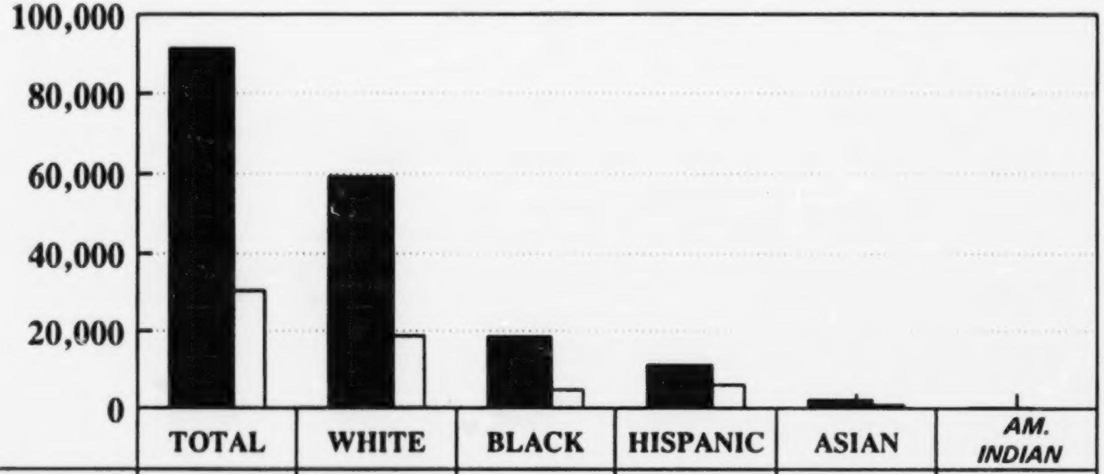
Ethnic Category	% H.S. Graduates	Comm. College Enrollees
Whites	64.80%	61.42%
Blacks	20.34%	15.41%
Hispanics	12.28%	19.98%
Asian or Pac. Islanders	2.40%	2.83%
Amer. Ind. or Alaskan	.19%	.30%
Other	.00%	.05%

The focus in this measure is the ethnic distribution rather than the percent of high school students that enrolled. In 1991-92, 91,478 students graduated from Florida's public schools. Of those, 30,396 or 33.23% enrolled in a community college the following year. The access goal is to increase the percentage of FTIC student enrollments until such enrollment equals the previous year's high school graduates for each ethnic category. Table 15 compares the distribution of high school graduates to the ethnic distribution of the same students who subsequently enrolled the following Fall term in the Community College System. Table 16 look at the same data in terms of market share. For instance, white students represent 18,669 or 61.8% of the number of students who enrolled in the community college system; that number, 18,669 also represents 31.5% of the number of total of white students (59,276) who graduated the previous year.

The largest discrepancy in enrollment is in the Black students category. Of the 91,478 graduating high school students, 18,609 or 20.34% were black, compared to 4,685 or 15.41% of the 30,396 who subsequently enrolled in a community college. Conversely, Hispanics comprise a larger enrollment than they do graduation. Looking at the 91,478 graduating students, 11,229 or 12.38% are Hispanic compared to 6,074 or 19.98% of the subsequent enrollments. Consequently, as a system working towards parity as the percentage of Black minority students increases, other categories, such as the Hispanics, will automatically decrease.

TABLE 15

FLORIDA COMMUNITY COLLEGE SYSTEM ACCESS ENROLLMENT REPORT



	TOTAL	WHITE	BLACK	HISPANIC	ASIAN	AM. INDIAN
Total HS Grad	91,478	59,276	18,609	11,229	2,193	171
HS Ethnicity Dist.	100%	64.8%	20.34 %	12.38 %	2.4 %	0.19%
Comm. Colleges	30,396	18,669	4,685	6,074	861	91
CC Ethnicity Dist.	100%	61.42 %	15.41%	19.98 %	2.83 %	0.3 %

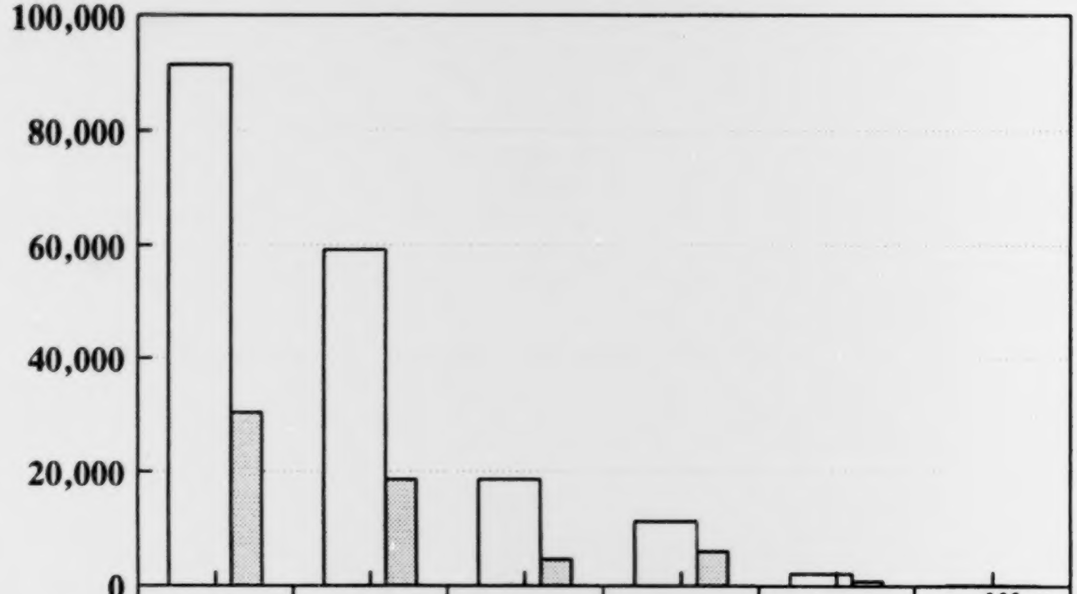
■ Total HS Grad ☐ Comm. Colleges

SOURCE: ACCOUNTABILITY REPORT

REVISED: 12/20/94
ACCREP1/SJW/81

TABLE 16

FLORIDA COMMUNITY COLLEGE SYSTEM ACCESS ENROLLMENT REPORT



		TOTAL	WHITE	BLACK	HISPANIC	ASIAN	AM. INDIAN
Total HS Grad	□	91,478	59,276	18,609	11,229	2,193	171
% of Total		33.23 %	31.5%	25.18 %	54.09 %	37.26 %	53.22 %
Comm. Coll.	▨	30,396	18,669	4,685	6,074	861	91

SOURCE: ACCOUNTABILITY REPORT

REVISED: 12/20/94
ACCREP1/SJW/81

College Preparatory Performance Measure

Definition: The College Preparatory Performance Measure shows the number and percentage of FTIC students who tested into and enrolled in college preparatory courses who have successfully completed the program within two years. Accountability goals are set for each of the three college preparatory areas--reading, writing and math.

Goal (Reading): To have at least 65% of the students who test into college preparatory reading successfully complete the program within two years.

Goal (Writing): To have at least 68% of the students who test into college preparatory writing successfully complete the program within two years.

Goal (Math): To have at least 50% of the students who test into college preparatory math successfully complete the program within two years.

State law requires that all students interested in enrolling in a college credit program or a vocational program of 450 or more credit hours take an entry level placement test to determine their placement standing. Those student who score above the cut scores can enroll immediately in college credit courses. Those students who score below the cut scores are required to take a college preparatory course in the area of deficiency. Students are allowed to enroll in other college credit courses in which they have shown an acceptable level of performance, even while enrolled in a college preparatory course. By law students have three attempts to pass college preparatory work.

A large percentage, 57.18%, or 21,591 of the 37,758 FTIC degree-seeking students taking the entry-level placement test in Fall 1991 tested into college preparatory classes. The College Preparatory Measure looks at the Fall 1991 group who did not pass the entry-level placement standards and tracks them through Summer 1993 to assess their success in college preparatory classes. Table 17 shows the success figures for each discipline area--reading, writing, and math--as well as the accountability goals for each category.

Table 17
College Preparatory Success Measure

COLLEGE PREP READING	
Total Failed Entry Level Reading	8,847
Total Enrolled College Prep Reading	6,428
Total Pass Highest Level	3,958
Percent Pass Highest Level	61.57%
Goal	65.00%
COLLEGE PREP WRITING	
Total Failed Entry Level Writing	9,510
Total Enrolled College Prep Writing	7,791
Total Pass Highest Level	5,041
Percent Pass Highest Level	64.70%
Goal	68.00%
COLLEGE PREP MATH	
Total Failed Entry Level Math	16,946
Total Enrolled College Prep Math	13,039
Total Pass Highest Level	5,933
Percent Pass Highest Level	45.50%
Goal	50.00%

College Preparatory Retention and Success

Retention and Success Measures were established for students who had completed college preparatory studies.

Retention Measure This measures indicates the number and percent of students who successfully completed a college preparatory program and have subsequently graduated or who are still enrolled in an associate in arts degree program four years after the date of initial enrollment (in the AA program).

Goal: To retain or graduate at least 70% of the students four years after initial enrollment from the associate in arts degree program.

Table 18

FTIC	Number Retained	Percent Retained	Goal
4,960	3,113	64.05%	70.00%

Success Measure: The success measure shows how many associate in arts students, who successfully completed a college preparatory program and have subsequently graduated or who are retained in good standing or who have left in good standing four year after the date of initial enrollment (in the AA degree program).

Goal: To graduate, retain in good standing or have left in good standing at least 75% of the associate in arts degree students, who successfully completed a college preparatory program, four years after the date of initial enrollment.

Table 19

FTIC	Number Success	Percent Success	Goal
4,960	3,425	70.47%	75.00%

CHAPTER IV

OTHER ACCOUNTABILITY PROCESSES AND FUTURE ACTIVITIES

Other Accountability Processes

Accountability has many definitions and forms. The Accountability Plan has two key focuses: (1) to develop an accountability process that would assist the local institutions in improving the quality and effectiveness of their services and (2) to develop some key systemwide accountability measures to inform the public and other higher education constituencies about the status and future direction of the community college system. Accountability, however, extends beyond the Accountability Plan. Accountability processes are inclined to be specific to functional areas, such as financial audits or program reviews, and they contain many layers, from the macro to the micro.

In addition to the Accountability Process, there are numerous other accountability processes that are used to assess colleges' educational quality, effectiveness and efficiency. Four of those processes are: Program Reviews, State Audits, Southern Association of Colleges and Schools (SACS) accreditation requirements, and Equity Accountability Programs. This section briefly discusses these accountability processes.

Program Reviews

Section 240.312, Florida Statutes requires the review of every major program in the State Community College System "every five years or whenever effectiveness or efficiency of a program is jeopardized." Section 240.311(3)(c) Florida Statutes requires the State Board of Community Colleges to "conduct periodic reviews of existing programs," and Section 240.311(4) requires the executive director to "conduct systemwide program reviews for board approval." Rule 6A-10.039(1) Florida Administrative Code requires the Division of Community Colleges annually to submit to the Postsecondary Education Planning Commission "a five year program review plan or an annual update of the current five-year plan."

Program review in the State Community College System is comprehensive and contains three components. The first component is the annual generation by the

Division of Community Colleges of descriptive and follow-up information about each program and the students therein for study and evaluation. This first component satisfies the cyclical program review requirement in statute and rule.

The second component is additional review of selected programs by community college personnel and by independent and outside groups. The third component is the systemwide review of selected programs by the Division of Community Colleges to address issues of concern regarding those programs.

PROGRAM REVIEW COMPONENTS

Level I -- This component includes the annual production of a display of data for each certificate and degree program. The data displays are used by the community colleges and the Division to review the programs to determine programs and elements within the programs that need additional review. The data display for the associate in arts degree program shows the performance of students in State University System upper division programs and compares SUS native students with transfer students from Florida community colleges and with other transfer students. The performance measures are grade point averages, suspensions, graduations, average course loads, and credits earned for a degree. Performance parameters are established for the measures, and performance outside the parameters is flagged.

The data displays for the vocational certificates and associate in science programs have been redesigned by a task force of institutional and state representatives. The new design will be consistent with the accountability measures developed pursuant to the accountability process in Section 240.324, Florida Statutes, and will provide improved means for identifying programs or program elements for further review by the community colleges or for systemwide review. Data elements will now have to be developed and programming written to produce the data. The Division of Community Colleges continues to move towards the full implementation of the vocational and associate in science program reviews.

Level II -- This component is the review of certificate and degree programs by the individual community colleges either independently or in cooperation with independent and outside groups. For the associate in arts degree program, the community colleges review the discipline groupings within the degree program. A major element of that review is meetings between the discipline faculties at the community college and the universities to which most of the community college's students transfer.

The Level I data displays constitute a major source of information upon which to base the selection of programs and discipline groups for additional review through Level II. The community colleges annually report to the Division the programs and the discipline groups that they plan to review, and they subsequently report the reviews and discipline grouping meetings actually conducted, along with the results. This report is submitted to the State Board of Community Colleges annually.

Level III -- This component is the systemwide review of selected programs by the Division of Community Colleges to address issues of concern regarding those programs. The programs and issues for such reviews are determined by the Division based on Level I and Level II information, State Board of Community Colleges interests, legislative and State Board of Education interests, and other stimuli. The product of each such issue-oriented review is a report on the review with recommendations for actions. The purpose is to identify, study, and respond to issues or problems of systemwide or statewide policy, funding, or articulation. Division staff design and conduct the reviews. The reviews are coordinated with other agencies and frequently include involvement from other agencies.

The Level III reviews have been reviews of instructional programs and have focused on the study of multiple issues. Two changes are being planned. One is to include instructional support programs such as student services and learning resources. The other is to include the study of single issues concerning a single or several programs.

The program review process provides a solid basis for assessing the accountability of the community colleges' instructional programs. It allows for a comprehensive review through the Level I data displays, a more individualized review done by the colleges through the Level II reviews, and a systemwide review through the Level III reviews.

State Audit Reviews

The Auditor General is responsible, as required by the State Constitution and implementing law, for independent financial and compliance audits of the Community Colleges. Audit responsibilities assigned to the Auditor General include the examination of the Colleges' financial statements, consideration of the College's internal control structure, determination of the College's compliance with legal requirements, and presentation of reports of audit findings and recommendations relating to these matters.

The audit objectives are to determine whether the Community College Board of Trustees and its officers with administrative and stewardship responsibilities for college operations had:

- Presented the College's financial statements in accordance with generally accepted accounting principles;
- Established and implemented an internal control structure to provide reasonable assurance of proper authorization of financial transactions, to provide for the proper recording and reporting of the College's financial operations, to adequately safeguard the College's assets, and to promote and encourage compliance with various provisions of laws, rules and regulations, and grantor restrictions;
- Complied with the various provisions of laws, rules and regulations, and grantor restrictions governing the conduct of its public affairs; and
- Corrected, or are in the process of correcting, all deficiencies disclosed in prior audits.

The findings of the Auditor General are presented to the College's Board of Trustees and the Chief Administrator who have an opportunity to respond. The Report along with the response is then submitted to the State Board of Community Colleges for acceptance and further instructions. This process ensures the financial accountability as well as compliance with other legal requirements.

Source: Audit General's Report on the Audit of Brevard Community College, June 23, 1994.

Southern Association of Colleges and Schools (SACS)

Accreditation is principally concerned with the improvement of educational quality and the assurance to the public that regional institutions meet established standards. SACS is the recognized accrediting body for 11 Southern States--

Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia.

The task of accreditation is related to the traditional public philosophy of the United States--that a free people can and ought to govern themselves and that they best do so through a representative, flexible and responsive system. Accordingly, the purposes of accreditation can best be accomplished through a voluntary association of educational institutions. The Commission on Colleges supports the right of an institution to pursue its established educational purpose; the right of faculty members to teach, investigate and publish freely; and the right of students to have opportunities for learning. However, the exercise of these rights must not interfere with the overriding obligation of the institution to offer its students a sound education leading to a recognized certificate or degree. Thus, criteria and procedures for accreditation have been developed which are used in evaluating an institution's educational effectiveness, defined in the broadest sense to include not only instructional effectiveness, but also effectiveness in research and public services where these are significant components of an institution's purpose.

Increasing emphasis has been given in recent years to accountability-related issues. There is a basic condition of eligibility on planning:

"8. The institution (must have) an appropriate plan, as well as a functioning planning and evaluation process, which identifies and integrates future educational, physical, and financial development and incorporates procedures for program review and institutional improvement."

In addition, there are specific criteria relating to effectiveness, including a mandate that each institution's planning and evaluation procedures must include the following:

1. "The establishment of a clearly defined purpose appropriate to collegiate education;

2. the formulation of educational goals consistent with the institution's purpose;

3. the development of procedures for evaluating the extent to which these educational goals are being achieved; and

4. the use of the results of these evaluations to improve institutional programs, services and operations."

Initially and periodically, each member institution is required to conduct a self-study, which is subsequently evaluated at the institution by a committee of peer educators. The evaluation is based on established criteria, which cover areas such as: institutional effectiveness, educational programs, continuing education, outreach and services programs, faculty, educational support services, instructional support, computer resources and services, student development services, intercollegiate athletics, and administrative processes. Institutions are required to assess every aspect of the operation of the institution; involve personnel from all segments of the institution, including faculty, staff, students, governing board and administration; and provide a comprehensive analysis of the institution, identifying strengths and weaknesses. This requirement helps ensure that an institution meets minimum standards of quality and that it evaluates the extent to which its educational goals are met . The successful fulfillment of this requirement results in initial accreditation or reaffirmation of accreditation.

Source: Criteria for Accreditation, Commission on Colleges, 1992-94 Edition.

Accountability in Institutional Employment

Section 240.3355, F.S. Community College System Equity Accountability Program requires that beginning May 1, 1993, each community college Annual Equity Act Update must include a plan for increasing the number of women and minorities in executive, administrative, managerial positions; faculty positions; and in continuing contracts. The law states that the plan should describe goals, objectives, strategies, and time lines for implementation. The statute further states that beginning January 1994, community college district boards of trustees shall annually evaluate the performance of the community college presidents in achieving the annual and long-term goals and objectives for employment equity. In 1993 and 1994, information about the evaluation of the presidents has been presented in the annual training workshops for the college boards of trustees.

The law also requires the State Board of Community Colleges to submit to the Legislature and the State Board of Education an annual progress report regarding the actions taken and results achieved in the Community College System. The institutional plans were collected in 1993 and in 1994 by the

Division staff. Each year the goals were reviewed and recommended as appropriate to the State Board of Community Colleges by a committee appointed by the Executive Director of the Community College System. Colleges that submitted plans needing further development were requested by the State Board of Community Colleges to make the appropriate modifications prior to the submission of a system summary and individual college plans to the Legislature and to the State Board of Education.

Beginning May 1, 1995, it is anticipated that the Annual Equity Act Updates will include information regarding the boards of trustees' evaluation of the college presidents on their achievement of employment accountability goals and objectives. A summary of this information also would be presented to the appropriate boards.

Future Activities

The Committee on Accountability and Effectiveness is a continuing committee established to advise and report to the State Board of Community Colleges. The following list of activities are scheduled to be undertaken in 1995 by the Committee.

1. Continue to refine the data collection and verification efforts, including assessing current data reports for constructive changes.

2. Continue to analyze data and refine data reports and ways of reporting data.

3. Further evaluate the State Community College System's mission statement and accountability outcome measures for possible additions or modifications to current measures.

4. Look for a means to quantify a core set of Student Development Measures.

5 Collect and evaluate college results from satisfaction surveys given to students, parents, employers and community members.

6. Continue to evaluate the goals for relevance with the accountability data.

7. Conduct a review of the Institutional Plans in accordance with established procedures.
8. Review current state legislation similar to accountability to assess duplication and propose reports reductions where duplication exists.
9. Hold workshops and committee meetings to discuss Systemwide Accountability Plan, the current status of colleges, and how to improve effectiveness and efficiency.
10. Develop public information documents on accountability for distribution to the public.
11. Continue to link the accountability process with the budget process.
12. Collect and distribute effective local institutional strategies for improvement.

Degree Audit Function

In addition to the above activities, the Florida Information Resource Network (FIRN) received a total of $4.25 million during the 1994 legislative session: $200,000 for the development and integration of student, staff and financial databases and $350,000 for the design of a community college accountability system that includes degree-audit articulation functionality. $3.75 Million was designated to be distributed to the colleges. The accompanying proviso language stipulated that a Database Implementation Task Force (DITF) be established to serve as the coordinator of the development initiatives.

During 1994, the DITF met several times and issued an RFP for designated work. Proposals were submitted and accepted and work has commenced on both initiatives. In addition, 20 of the 28 community colleges formed consortiums according to their computer capabilities and submitted requests for grant dollars to comply with the requirements of the law. The eight independent colleges submitted their own college plan.

During 1995, the Degree Audit and Degree Articulation requirements definition and systems design will be completed and the implementation of these systems will commence at the consortia and non-consortia colleges.

APPENDIX A

ACCOUNTABILITY LEGISLATION
SECTION 240.324 F.S.

240.324 Community college accountability process.—

(1) It is the intent of the Legislature that a management and accountability process be implemented which provides for the systematic, ongoing improvement and assessment of the improvement of the quality and efficiency of the State Community College System. Accordingly, the State Board of Community Colleges and the community college boards of trustees shall develop and implement a plan to improve and evaluate the instructional and administrative efficiency and effectiveness of the State Community College System. This plan must address the following issues:

(a) Graduation rates of AA and AS degree-seeking students compared to first-time enrolled students seeking the associate degree.

(b) Minority student enrollment and retention rates.

(c) Student performance, including student performance rates on college-level academic skills tests, mean grade point averages for community college AA transfer students, and community college student performance on state licensure examinations.

(d) Job placement rates of community college vocational students.

(e) Student progression by admission status and program.

(f) Vocational accountability standards identified in s. 239.229.

(g) Other measures as identified by the Postsecondary Education Planning Commission and approved by the State Board of Community Colleges.

(2) By January 1, 1992, the State Board of Community Colleges shall submit to the Governor, the President of the Senate, and the Speaker of the House of Representatives a plan for addressing these issues. The plan must provide a specific timetable that identifies specific issues to be addressed each year and must provide for full implementation by December 31, 1994. Beginning December 31, 1992, the State Board of Community Colleges shall submit an annual interim report providing the results of initiatives taken during the prior year and the initiatives and related objective performance measures proposed for the next year. The initial plan and each interim plan shall be designed in consultation with staff of the Governor and the Legislature.

(3) Beginning January 1, 1993, the State Board of Community Colleges shall address within the annual evaluation of the performance of the executive director, and the boards of trustees shall address within the annual evaluation of the presidents, the achievement of the performance goals established in the community college accountability plan.

History.—s. 12, ch. 91-55; s. 53, ch. 92-136.

APPENDIX B

COMMUNITY COLLEGE MISSION STATEMENT SECTION 240.301 F.S.

STATE MISSION FOR COMMUNITY COLLEGES

The following mission statement for community colleges is taken from Chapter 91-55, Section 240.301 of the Florida Statutes:

(1) State community colleges shall consist of all public educational institutions operated by community college district boards of trustees under statutory authority and rules of the State Board of Education and the State Board of Community Colleges. A community college may be authorized by the State Board of Education to operate a department designated as an area vocational education school. A community college may be authorized by the State Board of Education, or through an agreement with a local school board, to be the designated provider in the service district of adult education services, including adult basic education, adult general education, adult secondary education, and general educational development test instruction. The state community colleges are locally based and governed entities with statutory and funding ties to state government. As such, the community colleges' mission reflects a commitment to be responsive to local educational needs and challenges. In achieving this mission, the colleges strive to maintain sufficient local authority and flexibility while preserving appropriate legal accountability to the state.

(2) As comprehensive institutions, the community colleges shall provide high quality, affordable education and training opportunities, shall foster a climate of excellence, and shall provide opportunities to all while combining high standards with an open-door admission policy. The community colleges shall, as open-access institutions, serve all who can benefit, without regard to age, race, gender, creed, or ethnic or economic background, while emphasizing the achievement of social and educational equity so that all can be prepared for full participation in society.

(3) The primary mission and responsibility of public community colleges is responding to community needs for postsecondary academic education and postsecondary vocational education. This mission and responsibility includes being responsible for:

(a) Providing lower level undergraduate instruction and awarding associate degrees.

(b) Preparing students directly for vocations requiring less than baccalaureate degrees. This may include preparing for job entry, supplementing of skills and knowledge, and responding to needs in new areas of technology. Vocational education in the community college shall consist of postsecondary adult vocational programs leading to certificates, credit courses leading to an associate in science degrees, and other programs in fields requiring substantial academic work, background, or qualifications. A community college may offer vocational programs in fields having lesser academic or technical requirements if it is designated by the State Board of Education as an area vocational school or if such programs are coordinated with the local school district through an agreement with the school board.

(c) Providing student development services, including assessment, student tracking, support for disabled students, advisement, counseling, financial aid, career development, and remedial and tutorial services, to ensure student success.

(d) Promoting economic development for the state within each community college district through the provision of special programs, including, but not limited to, the:

1. Enterprise Florida related programs
2. Technology transfer centers.
3. Economic development centers.
4. Work force literacy programs.

(4) A separate and secondary role for community colleges includes the offering of programs in:

(a) Community services which are not directly related to academic or occupational advancement.

(b) Adult precollege education, when authorized.

(c) Recreational and Leisure services.

(5) Funding for community colleges shall reflect their mission as follows:

(a) Postsecondary academic and postsecondary vocational education programs and, when assigned to community college, adult precollege education programs shall have first priority in community college funding.

(b) Community service programs shall be presented to the Legislature with rationale for state funding. The Legislature may identify priority areas for use of these funds.

(6) Community colleges are authorized to offer such programs and courses as are necessary to fulfill their mission and are authorized to grant associate in arts degrees, associate in science degrees, associate in applied science degrees, certificates, awards, and diplomas. Each community college is also authorized to make provisions for the general educational development examination.

APPENDIX C

STATE BOARD OF COMMUNITY COLLEGES
LEGISLATIVE BUDGET REQUEST
1995-1996

LEGISLATIVE BUDGET REQUEST
STATE BOARD OF COMMUNITY COLLEGES
1995-1996

A REINVESTMENT BUDGET FOR FLORIDA'S COMMUNITY COLLEGES

November 17, 1994

To the Governor, the Legislature, and Citizens of Florida

The Community College Legislative Budget Request is intended to restore congruence between **investment** and **value** in community college education. Over the past five years we have witnessed a serious erosion in state revenue support: state support is down 16% in terms of real dollars per FTE; overall budget resources are down 9%. At the same time, our institutions have grown dramatically in size and success. We have experienced a 15% increase in enrollment. Our Associate of Arts degree graduates now constitute 62% of upper division enrollment at the university level and 83% of our vocational graduates are placed in jobs. The ensuing gap between investment and value now threatens to deny access to a critical portion of the population and endanger the preservation of quality and services unless the state is persuaded to reinvest.

The Reinvestment Budget calls for an additional $122 million in state appropriations. Over a two year period, these additional appropriations will allow restoration of funding per student equal to the level provided in 1989-90.

We urge the legislature and Governor to support the 1995-96 Budget Request. Community colleges have been called "the greatest American educational invention of the 20th century." In Florida, they are the best hope for a major segment of the population and the best investment in workforce preparation and economic well being for the state.

State Board of Community Colleges
Presidents of the Community Colleges
Florida Association of Community Colleges

LEGISLATIVE BUDGET REQUEST
STATE BOARD OF COMMUNITY COLLEGES

TABLE OF CONTENTS

Page

THE CASE FOR COMMUNITY COLLEGE INVESTMENT 1

- Measuring the Value of Community Colleges 2-3
- Assessing the Losses of Community Colleges 4-5
- Future Consequences Without a Reinvestment Budget 6-7
- Investing in the Future of Community Colleges 7-8
  - Basic Operating Support 9-10
  - Categorical Program Support 10-12
- Making Choices 13

SUMMARY OF LEGISLATIVE BUDGET REQUEST -1995-96 14-28

- Community College Program Fund 14-18
- Community College Program Fund Chart 14
- Academic Improvement Trust Fund 19
- Health Care Quality Enhancement Challenge Grant 20
- Military Related Economic Development Programs 21
- Disabled Student Learning Aids 22
- Performance Based Incentive Program 23
- Capitalization Incentive Program 24
- Community College Instructional Technology 25-26
- Gender Equity in Athletics 27
- Child Care Funding Program 28

APPENDICES 29-45

- Appendix A: Community Colleges Funding Data 30-31
- Appendix B: 1993 Master Plan 32-36
- Appendix C: Operating Expenses of New Facilities 37
- Appendix D: Budget Request for Faculty Salaries 38
- Appendix E: FTE Enrollment History 39
- Appendix F: Basic Support of the Community College Program Fund 40
- Appendix G: Educational Opportunity Program 41
- Appendix H: Allocation Process - Community College Program Fund 42
- Appendix I: Gender Equity in Athletics 43
- Appendix J: Division Operations 44
- Appendix K: Library Automation Budget 45

THE CASE FOR COMMUNITY COLLEGE INVESTMENT
Access, Equity and Excellence

The community colleges of Florida are at a crossroad. One path will lead to colleges with incredible diversity among the students, accomplished faculties dedicated to teaching and learning, an array of academic offerings -- many of them unique and often highly ranked -- and facilities that are attractive although crowded by increasing enrollments. The other path will lead to colleges with students concerned that critical courses will not be taught by resident instructors due to insufficient full-time faculty positions, student computer laboratories with outdated hardware unable to run current software, instructors anxiously wondering how their salaries eroded to less than counterparts in public schools, and harried administrators desperately searching for yet one more cost-saving initiative or reduction in expense. The funding choices made by the state legislature can direct which road the community college system follows.

The 1995-96 Legislative Budget Request of the State Board of Community Colleges is an urgent call for a commitment to **ACCESS** and **EQUITY** for the nearly 1,000,000 students the community college system serves and **EXCELLENCE** in education among its institutions. Indeed, the coming year will be a turning point for the community colleges of Florida. While targeted reductions and cost-saving initiatives have enabled the colleges to manage and absorb increased enrollments thus far, there is now no room left to maneuver without undermining the qualities that have made the colleges distinctive. Decisions made by the legislature will determine which pathway for the community colleges will triumph; the one of historic pride and continuing accomplishments, or the one of decreasing morale and waning abilities to accomplish their missions.

The 1995-96 Legislative Budget Request of the State Board of Community Colleges is an urgent call for a commitment to ACCESS and EQUITY for the nearly 1,000,000 students the community college system serves and EXCELLENCE in education among its institutions.

After a half century of success in responding to new populations and the changing socio-economic needs of the state, the community colleges are now poised for two new challenges in their changing context; that of serving the expanding and increasingly diverse populations of the future and that of providing job training needs for the emerging global economy. However, ***if the current funding structure persists, the community colleges must inevitably curtail enrollments and program offerings in order to continue the qualities of excellence that produce value to the state and to the citizens of Florida***.

Measuring the Value of Community Colleges

Among the nearly two thousand community colleges throughout the country, most established after the mid-point of the century, the 28 colleges in Florida are distinguished as innovative contributors to successful educational practices and hold a reputation for being among the best. In Florida, they are the primary entry point in postsecondary education for the majority of the state's population. In workforce preparation they are essential to the state's economic future--due in no small part to Florida's historic investment in the community college system. An exceptional record of performance is evident in the following inventory of assets and accomplishments:

Among the nearly two thousand community colleges throughout the country, most established after the mid-point of the century, the 28 colleges in Florida are distinguished as innovative contributors to successful educational practices and hold a reputation for being among the best.

1 **The magnitude and diversity of the students**

- Community colleges enroll approximately 810,000 students which is four times the number enrolled in the state university system.
- Nearly 30% of Florida's community colleges students represent minority populations.
- The average age of students is nearly 30 years.
- The proportion of women enrolled in community colleges is 59%.
- The majority of full-time Florida community college students are independent.
- Nearly 78% of Florida's community college students are employed while enrolled.

2 **Significant student achievement and success**

- Community college transfers constitute approximately 62% of the students in the upper division of the state university system; these students perform as well academically as university students who entered the university as freshmen.
- Over 80% of the students completing vocational/technical degrees or certificates are placed in jobs.

3 **A broad range of academic programs which prepare students for careers and university transfer**

- Community colleges offer a total of 234 programs of study as well as liberal arts and general education curricula.
- Florida's community colleges provide the programs which lead to employment in 9 of the top 10 growth occupations in the State of Florida.

4 **An emphasis on instruction**

- The proportion of the operating budget allocated directly to instruction and academic support is 71%.
- The total number of full-time faculty at the state's twenty-eight community colleges is 4,685.
- The proportion of faculty members holding a masters or higher degree in their field is 90%.
- The proportion of community college faculty members holding doctoral degrees is 21%.
- Faculty in community colleges teach a minimum of 15 credit hours of courses each week.

5 **Valuable community and economic development projects**

- All community colleges sponsor business development programs and offer workforce training and retraining courses.
- All colleges sponsor training programs for governmental agencies and employees.
- All colleges operate fine and/or performing arts centers, two colleges sponsor public radio stations, and four colleges operate educational television stations.
- State appropriations to community colleges generate $2.64 billion of the state's overall business volume.

6 **Accessible and functional campuses**

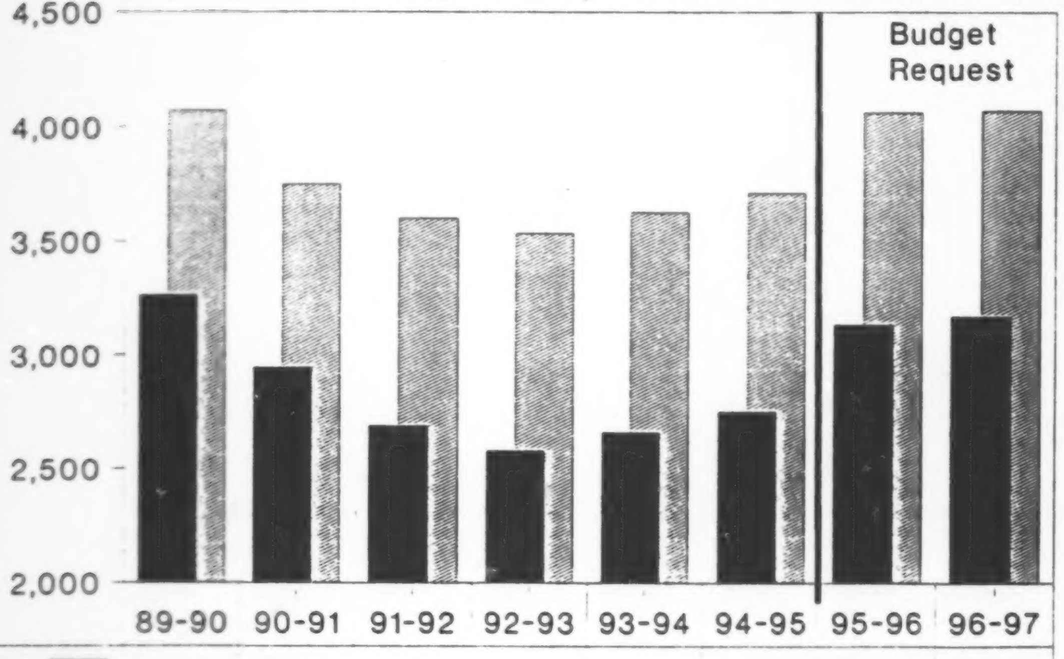
- Community colleges oversee 141 campuses and centers.
- Community colleges are located within commuting distance of 99% of the residents of the state.

Assessing the Losses of Community Colleges

The gravity of the situation for community college education in Florida can be clearly demonstrated by reviewing a balance sheet. An assessment of current assets (values) and liabilities (losses), when projected into the future, leads one to the conclusion that the balance sheet is encumbered with deficits (liabilities).

The losses of the community college system are essentially fiscal. The financial position of the system reveals a condition of such magnitude that other limitations in the system are attributable primarily to the fiscal issue. The last year in which state appropriations, including general revenue and lottery revenue, matched student growth and inflation was 1989-90, five years ago. The specific liabilities that have accumulated over these five years and now threaten an otherwise productive and resourceful system of community colleges are illustrated by the below diagram. Numerical information is provided in *Appendix A* Community Colleges Funding History.

FLORIDA COMMUNITY COLLEGE SYSTEM
AID TO COLLEGES
Amounts Adjusted by CPI to 1989-90 Base Year



	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97
STATE ■	3,264	2,946	2,689	2,579	2,661	2,753	3,136	3,172
TOTAL ▨	4,071	3,749	3,602	3,535	3,627	3,712	4,064	4,071

State Funds Include General Revenue and Lottery
Total Funds Include State Funds and Student Fees

NOVEMBER 7, 1994

1 **Erosion of the operating budget over the past five years-1989-90 to 1994-95**

- State general revenue appropriations on a per student basis have dropped from $2,816 to $2,550, a decline of 9.5% in funding.
- When lottery dollars are added to general revenue dollars, state appropriations per student have increased from $3,264 to $3,272, which is a 16% actual reduction when adjusted for inflation.
- With the inclusion of increased student fees, the total funding available to community colleges has only increased 6%, a decline of 11% when adjusted for inflation.
- State general revenue appropriations for the community college system have risen only 4% despite an overall growth in state revenues of 37%; the proportion of state general revenue allocated to community colleges has dropped from 5% to 4%.
- Community college appropriations per comparative FTE student are now 46% below the appropriations for university students enrolled at the lower division level.
- State appropriations per credit student in Florida's community colleges are only 75% of the national average appropriation.
- Uncontrollable costs have absorbed an increased proportion of operating budgets, including retirement system costs, employee benefit costs, Americans With Disabilities Act costs, and data collection and reporting costs mandated by the state and federal government.

2 **Detrimental disparities in faculty salaries**

- The average faculty salary level in community colleges has declined to approximately 89% of the national average, threatening the ability of the colleges to attract and sustain a competitive teaching faculty.

3 **Reduced services for students over the past three years**

- Community colleges have increased their reliance on part-time faculty members who have other careers, which indicates that expenditures for adjunct faculty have increased by 16%. A survey in 1992 revealed that the proportion of student credit hours taught by full-time faculty dropped from 70% in 1990 to 66% in 1992. These part-time faculty are qualified and dedicated; however, full-time resident faculty are essential to an institution.
- Community college expenditures for student support services have been reduced from $419 to $409 per student, a 2% reduction.

4 **Restricted learning resources for students over the past three years**

- The expenditure of funds for library books and film acquisitions has dropped from $20 to $16 per student, a 20% reduction.
- The allocation of funds for replacement and acquisition of instructional equipment and furnishings, including computer hardware and software has only marginally increased from $72 to $76 per student, which is substantially less than the investment needed to maintain, let alone enhance technology.

5 **Reduced and deferred maintenance of facilities over the past three years**

- Expenditures for plant operations and maintenance have been reduced from $5.16 to $4.97 per square foot, a 4% decline, delaying needed repairs and improvements.

Future Consequences Without a Reinvestment Budget

State revenues are projected to increase at a rate of seven to ten percent per year, however, the community college proportion, if the current trend continues, will diminish and the state allocation per FTE student will stagnate or decline further. If this trend is not reversed and reinvestment is not approved, the state's community colleges will be hard-pressed to sustain enrollments and services will deteriorate severely.

Consequence #1: Limiting enrollment

- Community colleges will be unable to meet enrollment demands. According to a recent study conducted by the College Board, Florida is projected to have the largest increase of high school graduates in the south and south central region between 1992 and 2009, an astonishing 73%! However, if the current rate of fiscal growth continues, the colleges will only be able to enroll a portion of these students.
- Community colleges will necessarily contribute less to workforce development and sustained economic growth. The economy of the State of Florida is expected to grow by 2 million jobs, of which 700,000 will be health and business careers; however, community colleges will not be able to provide enough graduates to meet the economy's demand.

Consequence #2: Dilution of educational quality

- Class size will be increased and instructor-student contact diminished.
- Workloads of full-time faculty will increase with less remuneration.
- The proportion of classes taught by full-time faculty will decrease.

Consequence #3: Erosion of academic and student support services

- The outreach and support that has led to successful enrollment of minority, disadvantaged and disabled students will be difficult to sustain, although their populations are expected to increase significantly.
- Provisions for academic counseling, advisement, and student activities will be limited.

Consequence #4: Decay of infrastructure

- Spending for libraries and equipment replacement will be reduced.
- Spending for facilities maintenance will be reduced.
- Spending for campus security will be reduced.

This assessment of the Florida Community College System balance sheet suggests disturbing deficits now and in the future with adverse effects on institutional resources and detrimental consequences for student access and workforce development. Six years ago, community college education received support from the state at a level commensurate with the growth of enrollment and inflation. Beginning five years ago, state support began to gradually

Beginning five years ago, state support began to gradually wane to the point that the current appropriation is insufficient to support enrollments and program quality.

wane to the point that the current appropriation is insufficient to support enrollments and program quality. In fiscal terminology, this condition amounts to **a serious devaluation of the commitment to a community college education** in the State of Florida.

The *Case for Reinvestment* clearly reveals the value of community colleges not in the terms of the self-interest of one institution but in terms of the social and economic interest and well-being of the people of Florida.

As the 1995-96 year approaches, the question raised by the state's posture towards community college funding remains. Is the state abandoning its commitment to community college education and the quality of life of students and citizens served by the community colleges? The *Case for Reinvestment* clearly reveals the value of community colleges not in the terms of the self-interest of one institution but in terms of the social and economic interest and well-being of the people of Florida. Indeed, funding the 1995-96 community college budget request will be viewed as an investment with value and an investment which yields important returns to all citizens.

Investing in the Future of Community Colleges

The 1995-96 budget request transcends the "business as usual" approach and is predicated upon restoration of the state's investment in community college education. The budget request is $762.2 million of which $122.3 million is a 19.1% increase over the previous year. This translates into a state allocation of $3,708 per FTE student which will partially restore the community colleges to the level of funding in 1989-90. In that year, the combined appropriation of general revenue funding and lottery funding began a five-year decline, which even the growth in lottery allocations (originally intended to supplement general revenues) and increases in student fees failed to offset. Over the next two years, the community colleges seek a state allocation of $4,020 per student, which will restore the five-year 16% loss in state support, (see *Appendix A*: Community Colleges Funding History). The restoration of state support, including general revenue and lottery funding, coupled with stabilized student revenues, represents a major re-investment in community college education that will sustain basic operations, enhance educational quality, and meet specific categorical priorities of the state.

Over the next two years, the community colleges seek a state allocation of $4,020 per student, which will restore the five-year 16% loss in state support.

The State Board of Community Colleges has taken two steps in the past year to lay the groundwork for this budget. First, the Board has identified through the statewide master planning process the extraordinary demographic and economic challenges anticipated in the next half decade which dictate the goals and strategies for the state's community colleges. Second , the Board, utilizing several task forces, has fostered a statewide accountability assessment process designed to monitor and report the actual progress and performance outcomes of the community college system on a year by year basis.

*With a system that is now more goal-oriented and accountable than ever before, the proposed 1995-96 budget for the state's community colleges is an investment in valuable purposes and verifiable results. Succinctly, the purposes are continued access, equity, and excellence. The results will raise the educational levels and workforce preparation for a major segment of the population and benefit the social and economic welfare of the state as a whole.

Four budget objectives are priorities for 1995-96. Two are related to Basic Community College Program Fund Support and two are related to Categorical Programs. As presented below, these objectives embrace the budget line items and explain the rationale for the requested items.

---

* An excerpt of the *1993 Statewide Master Plan* is included in Appendix B.

Basic Operating Support

BUDGET OBJECTIVE: TO ACHIEVE A CONTINUING LEVEL OF *BASIC SUPPORT* FOR COMMUNITY COLLEGES THAT WILL SUSTAIN THE LEVEL AND QUALITY OF SERVICES TO THEIR COMMUNITIES

Funding Request

Prior Year	$ 622,485,281
Cost to Continue	$ 88,372,341

Budgeted Items

- Continuing support for services to current students
- Support for the operating costs of new facilities
- Support for the cost of new students exceeding previous year enrollments
- Support of revenue equalization for colleges with small enrollments and colleges located in areas of higher costs
- Support for the cost of instruction by closing the equity gap in faculty salaries
- Support for the cost of instruction by providing for adequate library acquisitions and instructional equipment replacement

Rationale

- The budgeted priorities represent the cost to continue for community colleges
- The SBCC Master Plan contains specific achievement goals coupled with activities and strategies requiring adequate basic support funding:

  Goal 1 - Preserve open access, increase student success in community college programs, enhance programs for underprepared students, support minority student recruitment, and expand support services for all populations;

  Goal 3 - Strengthen articulation, cooperation, and collaboration among all sectors of education;

  Goal 5 - Strengthen human resources through aggressively recruiting and developing new and diverse faculty and staff, provide equitable and competitive salary structures, expand professional development activities, and strengthen the support system for adjunct faculty;

  Goal 7 - Strengthen the long-term fiscal stability of the system including a policy that embraces enrollment growth as an entitlement for purposes of appropriations, funding formulas based upon "cost to continue" and "enrollment workloads," guidelines for equitable system funding, and for increasing financial aid; and

  Goal 8 - Strengthen and provide leadership in institutional effectiveness, accountability, and local control including the use of effectiveness indicators to develop quality improvement at the college level and to measure the achievement of Master Plan goals.

BUDGET OBJECTIVE: TO INCREASE BASIC SUPPORT FOR EDUCATIONAL *QUALITY ENHANCEMENT* THAT WILL LEAD TO NEW LEVELS OF INSTITUTIONAL PERFORMANCE

Funding Request

Prior Year	None
New Funding	$ 12,132,261

Budgeted Items

- Provision of student support services for underprepared students
- Provision of student support services for disabled students
- Provision of recruitment and retention support for "at risk" students, particularly minority and disadvantaged students

Rationale

- The SBCC Master Plan contains specific achievement goals coupled with activities and strategies requiring quality enhancement funding:

  Goal 1 - Preserve open access, increase student success in community college programs, enhance programs for underprepared students, support minority student recruitment, and expand support services for all populations; and

  Goal 2 - Strengthen the quality of programs and curricula among community colleges through expanding post-secondary vocational and workforce training programs, strengthening the curricula and competencies, strengthening international and multi-cultural components of the curricula, and expanding the use of technology in instruction.
- The SBCC Accountability Planning and Reporting Process requires these types of enhanced support services for underprepared, disabled and at-risk students in order to achieve the performance goals for CLAST pass-rates and graduation-completion rates.

Categorical Program Support

BUDGET OBJECTIVE: TO CONTINUE AND EXPAND THE SUCCESSFUL CATEGORICAL PROGRAMS THAT RESPOND TO *UNIQUE CURRENT NEEDS* OF THE COLLEGES AND THEIR CONSTITUENTS

Funding Request

Prior Year	$ 9,440,156
Additional Funding Request	$ 4,697,711

Budgeted Items

- Continuation and expansion of state challenge grants to match private contributions for college endowments.
- Continuation of state challenge grants to attract private support for health care training programs.

- Continuation and expansion of economic development programs offered by community colleges with major military installations in their districts.
- Continuation and expansion of instructional learning aids for disabled students.

Rationale

- The SBCC Master Plan contains specific achievement goals coupled with activities and strategies requiring continuation of successful categorical program funding:

  Goal 4 - Establish partnerships to support broad-based, multi-lateral economic development initiatives and strategies through the development of approaches to identify business and industry needs, providing workforce training for the enhancement of economic growth, and offering customized and contract training for the business sector; and

  Goal 7 - Strengthen the long-term fiscal stability of the system including a policy that embraces enrollment growth as an entitlement for purposes of appropriations, funding formulas based upon "cost to continue" and "enrollment workloads," guidelines for equitable system funding, and for increasing financial aid.

BUDGET OBJECTIVE: TO INITIATE NEW CATEGORICAL PROGRAMS THAT RESPOND TO *EMERGING ISSUES* UNMET BY THE CURRENT RESOURCES OF COMMUNITY COLLEGES

Funding Request

Prior Year	$ 7,986,625
New Funding	$ 17,084,184

Budgeted Items

- Support for new academic program development initiatives among colleges responding to local needs consistent with the economic development mission of the state.
- Support for instructional technology improvements that enhance student access and performance and increase effectiveness and productivity in accordance with the statewide technology plan.
- Support for capital improvement projects required to ensure institutional compliance with the gender equity in athletics rule of the State Board of Education.
- Establishment of special-purpose student financial aid for child care costs of students based upon needs analysis criteria including exclusion from standard financial aid.

Rationale

- The SBCC Master Plan contains specific achievement goals coupled with activities and strategies requiring new categorical program initiatives funding:

  Goal 2 - Strengthen the quality of programs and curricula among community colleges through expanding post-secondary vocational and workforce training programs, strengthening the curricula and competencies, strengthening international and multicultural components of the curricula, and expanding the use of technology in instruction; and

Goal 6 - Strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.

Making Choices

As the culminating result of the most ardent master planning effort and most extensive accountability assessment in the history of community colleges in Florida, the 1995-96 Budget Request is a serious proposal for change. The community colleges can be benign survivors of the past, undervalued and underfunded, or they can be a major resource for the present and future, responsive to the educational, social, and economic conditions of the state. As Florida prepares for its rightful place in the coming global community, the legislative choice in Aid to College funding is between permissive erosion or aggressive restoration of the commitment to a community college education.

08-Nov-94

STATE BOARD OF COMMUNITY COLLEGES
LEGISLATIVE BUDGET REQUEST 1995-96
AID TO COLLEGES-BY APPROPRIATION CATEGORY

	1994-95 LEGISLATIVE APPROP.	1994-95 NONRECURR. APPROP.	1994-95 RECURRING BASE	SBCC 1995-96 REQUEST	CHANGE FROM 1994-95 APPROP.	CHANGE FROM 1994-95 BASE
COMMUNITY COLLEGE PROGRAM FUND	$622,485,281	($4,132,430)	$618,352,851	$722,989,883	$100,504,602	$104,637,032
CATEGORICAL PROGRAMS						
Academic Improvement Trust Fund	$5,500,000	($2,750,000)	$2,750,000	$8,081,000	$2,581,000	$5,331,000
Health Care Quality Enhance. Chall. Grants	1,600,000	(800,000)	800,000	1,600,000	0	800,000
Military-Related Economic Development	459,289	0	459,289	1,800,000	1,340,711	1,340,711
Disabled Student Learning Aids	1,880,867	(998,700)	882,167	2,656,867	776,000	1,774,700
Equipment & Library Resources	5,429,471	(5,429,471)	0	0	(5,429,471)	0
Martin Luther King Center for Non-violence	300,000	(100,000)	200,000	0	(300,000)	(200,000)
Performance Based Incentive Program	2,000,000	0	2,000,000	2,500,000	500,000	500,000
Miami-Dade Book Fair	100,000	(100,000)	0	0	(100,000)	0
Child Care Pilot Project	157,154	0	157,154	0	(157,154)	(157,154)
Capitalization Incentive Program	0	0	0	5,000,000	5,000,000	5,000,000
Community College Instructional Technology	0	0	0	11,635,000	11,635,000	11,635,000
Gender Equity In Athletics	0	0	0	4,645,653	4,645,653	4,645,653
Child Care Funding Program	0	0	0	1,290,156	1,290,156	1,290,156
TOTAL CATEGORICALS	$17,426,781	($10,178,171)	$7,248,610	$39,208,676	$21,781,895	$31,960,066
TOTAL STATE FUNDS	$639,912,062	($14,310,601)	$625,601,461	$762,198,559	$122,286,497	$136,597,098

FLORIDA SYSTEM OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
COMMUNITY COLLEGE PROGRAM FUND:	
1994-95 APPROPRIATION	$622,485,281
REDUCTION FOR NONRECURRING LOTTERY	(4,132,430)
RESTORE NONRECURRING LOTTERY	4,132,430
TRANSFER IN MIAMI-DADE BOOK FAIR	100,000
OPERATING EXPENSES OF NEW FACILITIES	8,090,901
COMPETITIVE SALARY ENHANCEMENT	29,335,134
EDUCATIONAL EQUIPMENT AND LIBRARY RESOURCES	16,683,246
EQUALIZATION FUNDING	26,840,274
ENROLLMENT WORKLOAD	7,954,499
CHANGE IN STANDARD FEE REVENUES	(631,713)
PROGRAM REVIEW - READINESS FOR COLLEGE	4,485,060
AMERICANS WITH DISABILITIES	3,688,397
EDUCATIONAL OPPORTUNITY PROGRAM	3,958,804
TOTAL COMMUNITY COLLEGE PROGRAM FUND	$722,989,883

DESCRIPTION AND JUSTIFICATION

The **Reduction and Restoration of Nonrecurring Lottery** reflect a need to replace the loss of nonrecurring revenues which were appropriated in 1994-95 for recurring purposes. The **Transfer in Miami-Dade Book Fair** represents a policy decision to make this categorical appropriation an ongoing activity within the base budget of Miami-Dade Community College.

The request for **Operating Expenses for New Facilities** includes $3.2 million for space unfunded and carried forward from prior years to 1995-96. In addition, it is anticipated that 1,356,419 new gross square feet will come into usage in 1995-96. The amount requested per square foot for operations and maintenance reflects the system average cost. The additional space for each college is reflected on *Appendix C*.

Competitive Salary Enhancements represent a policy to elevate faculty salaries to the national average over a three-year period. Market competition for faculty skills is keen in the health professions, computer science, law enforcement and technological disciplines. The recruitment and retention of quality faculty are vital to maintaining a proper balance between full-time and part-time faculty. The success of community college transfer students in the upper division is a direct result of the quality of instruction they receive from community college instructional personnel. *Appendix D* is a chart which graphically depicts progress toward the national average in faculty salaries based on the budget request. This strategy calls for a 6.5% increase in faculty salaries over the next three years assuming the national average will increase at only 3% per year. Salary increases for non-faculty positions are requested at 4%.

The need for **Educational Equipment and Library Resources** is based upon a replacement cycle of five years for equipment and a formula which funds libraries based upon enrollment and size. The amount reflected is based upon the amount necessary to increase colleges' base budget to the targeted amount.

Equalization Funding is determined by a study which measures the total of state funds and student fees per weighted FTE (full time equivalent student) for each college. The use of weighted FTE provides a mechanism that adjusts for the difference in the costs of programs offered among the colleges. Consideration is given for the fixed costs of small colleges, and another adjustment is calculated for colleges with a high cost of living. Any college which is below the state average in funding per weighted FTE is determined to be eligible for equalization funding. The amount requested represents full funding of the total needed to equalize funding among the colleges.

The enrollment history and projection for 1994-95 are displayed on *Appendix E*. **Enrollment Workload Funding** for 1995-96 is based upon funding the prior year enrollment for 1994-95. Colleges with enrollment growth are funded at full cost as determined by the Annual Cost Analysis. A 1.0% enrollment growth is projected. The **Change in Student Fee Revenues** represents the portion of enrollment workload which is funded by student fees.

The sum of the increases described thus far is $88,272,341. This subtotal of request funds the ongoing activities of the college and is labeled **Basic Support of the Community College Program Fund.** There are three new initiatives or enhancements to the Community College Program Fund which are described below. *Appendix F* contains the amount of the budget request for each college which sum up the **Basic Support of the Community College Fund**.

The State Board of Community Colleges approved the **Program Review on Readiness for College** in June 1994. The review targeted two areas for additional funding. One was the need for counseling of college and vocational preparatory students. These students are often at risk academically because they have not adequately prepared for the academic challenges of college or because they are adults returning to the classroom whose study skills and confidence levels need bolstering. Another priority for funding was the critical need for computerized equipment and other specialized materials to address individual student need, planning needs and to provide tools to evaluate productivity of programs. The budget request for this issue is based on providing one additional counselor for each college plus a file server, computers, and software materials for each college campus.

The **Americans with Disabilities Act** has increased public awareness on the needs of the disabled in higher education. State appropriations to enhance student services to accommodate disabled students have not been adequately provided to community colleges in the past. Specialized counseling, testing, evaluation, placement, and other related services are a necessity if disabled students are to realize their educational goals. Disabled student specialists are critical to identify and provide the accommodations mandated by law for disabled students in the colleges. The proposed minimum funding level would provide one specialist for every 250 disabled students plus one specialist per 20,000 total headcount, but not less than one position per campus. In total, this formula generates 98 disabled student specialists at an average salary of $30,000 plus fringe benefits.

The **Educational Opportunity Program** provides funding for the recruitment, retention, and graduation of "at risk" students, most of whom are from minority and disadvantaged populations. As may be seen in *Appendix G*, minority students have been significantly underrepresented among community college completers over the past three years. Intervention strategies to significantly increase the graduation of this population, particularly among Black males, will be critical. Black males represent only 2.8% of all completers in the Community College System, while they represent 5.65% of the Florida population.

Section 240.324, F.S., requires community colleges to be accountable for providing efficient and effective services to minority and other "at risk" students. Maintaining an "open door" with accountability means effectively attending the needs of the students admitted, in order to avoid placing these students in immediate danger of failure. As highlighted in the Master Plan for Florida Community Colleges and in the 1994-95 Accountability Plan for the System, this has been a continuing challenge, particularly with diminishing funding from the state.

To meet this challenge, intensive support and "comprehensive" programming must be provided, with greater emphasis on retention services. Additional staff must be engaged to ensure timely and effective recruitment; admission; orientation; mentoring; acquisition of financial aid and social/personal counseling; basic skills testing and CLAST preparation; academic advisement and course placement; monitoring of academic progress; tutoring; career education; job placement; and transfer counseling of the targeted population. The proposed funding would provide one staff person (minimum), plus additional staff, based upon a ratio of 1 to 30,000 eligible "at risk" population targeted within each college district.

ALLOCATION OF AMOUNT REQUESTED

The Community Colleges Presidents Council developed an allocation methodology for the Allocation of the Community College Program. This methodology is an integral part of the budget request process. Recognizing the realties that state appropriations will be insufficient to fully fund the budget request, the allocation process maintains the relative priorities and policies established by the budget request. The **Basic Support of the Community College Program Fund** provides the structure for the allocation process which is displayed on *Appendix H*.

Within the total of $88,272,341, the first allocation of increased state appropriations is made to fully fund the **Operating Expenses of New Facilities**. This amount is subtracted from the total request for each college, and a subtotal for the remaining needs are calculated for each college. Each college's relative share or percentage of the new subtotal is determined. State appropriations in excess of new facilities operations are allocated to each college based on its percentage of the subtotal.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
ACADEMIC IMPROVEMENT TRUST FUND	
1994-95 APPROPRIATION	$ 5,500,000
REDUCTION FOR NONRECURRING LOTTERY	(2,750,000)
STATE MATCH FOR ANTICIPATED PRIVATE CONTRIBUTIONS	5,331,000
TOTAL ACADEMIC IMPROVEMENT TRUST FUND	$ 8,081,000

DESCRIPTION AND JUSTIFICATION

The **Florida Academic Improvement Trust Fund** was established in 1983 by the enactment of Section 240.36, Florida Statutes. The purpose of this fund is to encourage private support in enhancing community colleges by providing the colleges opportunity to receive and match challenge grants. State appropriations to the fund are used to match private funds received by community college foundations on the basis of $4 of State funds for each $6 of private funds received. Most of the funds are placed in endowments to generate income which is used to enhance the quality of education at the college. Since the beginning of this program, State funds in the amount of $21,757,501 have matched $32,636,250 of private contributions.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

This request will provide State funds to match those private contributions on a $4 for $6 basis. The appropriated funds will be allocated to the colleges in accordance with the procedures defined in Section 240.36, Florida Statutes.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
HEALTH CARE QUALITY ENHANCEMENT CHALLENGE GRANT	
1994-95 APPROPRIATION	$1,600,000
REDUCTION FOR NONRECURRING LOTTERY	(800,000)
STATE MATCH FOR ANTICIPATED PRIVATE CONTRIBUTIONS	800,000
TOTAL HEALTH CARE QUALITY ENHANCEMENT CHALLENGE GRANT	$1,600,000

DESCRIPTION AND JUSTIFICATION

The 1989 Legislature created Section 240.4986, F.S., as the **Nursing Education Challenge Grant Fund** for Community Colleges. **The stated purpose of the legislation is to increase student enrollments in nursing and other health discipline programs in the community colleges**. The grant allocates $400 of state funds for each $600 in private contributions received by the college. Each college's board of trustees and foundation are responsible for determining how funds are to be used. Such use includes, but is not limited to student scholarships, student loans, faculty salaries, instructional supplies, and recruitment efforts.

The continuing demand for nurses as well as other health care personnel is evident in reports from the Hospital Cost Containment Board, the Florida Hospital Association, nursing and allied health educators, and practitioners. The Florida Department of Labor and Employment Security reports demands for health care personnel will grow dramatically between 1989 and 2000. Such growth rates include: Radiology Technologists 79%, Physical Therapy Assistants 77%, Radiology Technician 75%, Respiratory Therapist 55% and Registered Nurses 54%.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

A fixed amount of ten thousand dollars is set aside for every community college and the additional allocation is based on the college's share of FTEs in the health discipline category. Funds not claimed during the first allocation are distributed to colleges who have received excess private contributions, based on the same formula used in the first allocation. The request is determined from a survey of the colleges' anticipated private contributions.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
MILITARY RELATED ECONOMIC DEVELOPMENT PROGRAMS	
1994-95 APPROPRIATION	**$ 459,289**
EXPANSION OF SERVICES TO ELIGIBLE COLLEGES	**1,340,711**
TOTAL MILITARY RELATED ECONOMIC DEVELOPMENT PROGRAMS	**$1,800,000**

DESCRIPTION AND JUSTIFICATION

For the past two or three years, there have been many changes as to the number of military installations that are either closed, reduced in size or will be closed sometime in the next few years. Such actions have and will continue to have a major fiscal impact on the nation because of the releasing of military personnel that will need training and retraining for the future job market.

The Legislature has, for three years, appropriated funds to provide grant awards to the Community College System, to examine nonmilitary applications of high technology and for the technical training and placement of former military personnel.

Since the appropriations were small amounts, the Division policy decided to limit the awards to two community colleges. Okaloosa-Walton and Valencia Community Colleges were awarded the grants for 1991-92, 1992-93 and 1993-94.

It has been determined from the implementation of the grants that the appropriations should be increased in order for community colleges with major military installations in their areas have the opportunity to provide similar services.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

The amount of this request is based on $200,000 for nine community colleges that have military installations in their areas.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
DISABLED STUDENT LEARNING AIDS	
1994-95 APPROPRIATION	$1,800,867
REDUCTION FOR NONRECURRING LOTTERY	(998,700)
STATE FUNDING OF PROJECTED NEEDS	1,774,700
TOTAL DISABLED STUDENT LEARNING AIDS	$2,656,867

DESCRIPTION AND JUSTIFICATION

The Americans with Disabilities Act has increased public awareness about the needs and rights of disabled students. This has resulted in ever increasing identification and enrollment of disabled students within Florida Community Colleges. In 1993-94, the total of college and state funds for Disabled Student Learning Aids amounted to $3,300,405. A conservative projected increase of 15% from this level to 1995-96 is the basis for the increase in state funding based on a matching relationship of 70% state funds to 30% college funds. The request for 1995-96 is based on a total calculated need of $3,630,446. The eligibility of expenditures is restricted to such instructional support services and functions as interpreters, scribes, readers, tutors, notetakers, and specialized equipment as specified by the State Board of Community Colleges procedures.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
PERFORMANCE BASED INCENTIVE PROGRAM	
1994-95 APPROPRIATION	**$2,000,000**
EXPANSION OF SERVICES	**500,000**
TOTAL PERFORMANCE BASED INCENTIVE PROGRAM	**$2,500,000**

DESCRIPTION AND JUSTIFICATION

The 1994 Legislature created the **Performance Based Incentive Program** as a means to improve vocational education, making the programs more market driven. The initiative is part of the Enterprise Florida system, specifically the responsibility of the Jobs and Education Partnership.

Under the Performance Based Incentive Program, colleges receive additional funds for specified outcomes. These outcomes include the enrollment, completion and placement of students in programs and occupations that are targeted as important to the economic development of the state. The programs are identified through the occupational forecasting process, and must provide students who are placed with wages at a level to be self sufficient. The programs must also address occupations with sufficient growth or turnover to ensure that graduates can find employment.

To participate in the program, the colleges must provide matching funds up front. These funds are at risk to the college, if performance does not meet the appropriate level. Since the program is new, there is no record of how well the colleges do in meeting their "match."

The majority of the incentive funds provided during the 1994-95 year were federally generated funds. Two million dollars ($2,000,000) was provided to the colleges as unrestricted (in regards to federal spending guidelines) funds from lottery dollars. Use of the federal funds required identification of targeted populations who were eligible for services from the federal funds. Expansion of the unrestricted lottery dollars is necessary for the program to meet the needs of non-targeted students.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

This request will provide State funds to colleges participating in the Performance Based Incentive Program. The appropriated funds will be allocated to the colleges based on performance on the outcomes adopted by the Jobs and Education Partnership of Enterprise Florida.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATIONS CATEGORY	AMOUNT REQUESTED
CAPITALIZATION INCENTIVE PROGRAM	**$5,000,000**

DESCRIPTION AND JUSTIFICATION

The Community College Program Fund (CCPF) provides the colleges with the operating funds for existing programs, based on enrollment in the institution. The CCPF is based on the prior year enrollment, and therefor does not provide the funds necessary to initiate a new program. Colleges wishing to respond to local needs and create a new program must use prior year funds to pay for the expanded enrollment and for the costs relating to creating a new program (equipment, supplies, faculty, program development, library expenses, etc.) In addition, the state has begun the process of identifying programs that need to be created or expanded to meet the economic development mission of the state, but the colleges have no means to respond.

This budget issue will create the **Community College Capitalization Incentive Program** to be administered according to rules of the State Board of Community Colleges. This program shall provide grants which shall be used for the start-up costs associated with the creation or expansion of programs in the community colleges which serve specific employment work force needs that would otherwise be unmet. Expansion of programs may include either expansion of enrollments in a program or expansion into new areas of specialization within a program.

The State Board of Community Colleges will establish rules for use of these grants to include, but not be limited to, instructional equipment, laboratory equipment, supplies, personnel, student services, or other expenses associated with creation or expansion of a program. Rules of the board shall also provide for a cap on the amount of funds to be awarded to any single proposal.

The program will lead to training people for occupations where, according to research conducted by the board or other groups, there is a significant employment need because of new and emerging industries. An award may not be granted to a proposal that would result in training people for an occupation that provides wages below that necessary for self-sufficiency.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

An average grant of $250,000 is expected, and 20 proposals would be funded. The grants are to be one-time awards. As an indication of the need, one community college alone anticipates a need of over $10,000,000 to establish programs needed for its community.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
COMMUNITY COLLEGE INSTRUCTIONAL TECHNOLOGY	**$11,635,000**

DESCRIPTION AND JUSTIFICATION

Florida's community colleges must do more with less without sacrificing quality. As revenue per student declines and the number of students increase, colleges have looked for technological advances that can increase instructional productivity and enhance the student learning experience. The following projects are work in progress for as many as four years. None of them are complete. They all require the infusion of funds to expedite or insure their completion and to make them adaptable to other colleges in the system.

1. **Project SYNERGY - The Florida Model** **$4,000,000**

   Miami-Dade Community College, and 23 other colleges nationwide, have been successful in developing useful products faculty will use to face the challenge of the increasing number and needs of underprepared students. The proposed Florida Model will build on this success and experience to adopt a common platform for managing the instructional learning network, evaluate outcomes in terms of student performance, provide faculty development in the use of instructional software and management systems, and establish reach back to high school students to help them prepare for college work. This project includes all 28 community colleges.

2. **Distance Learning Projects** **$2,485,000**

   Brevard, Daytona Beach and Valencia Community Colleges are establishing electronic educational telecommunications linkages between the three colleges. This linkage would facilitate shared interactive television classes, shared telecourses, academic computing linkage between the colleges, specially designed training programs for business, industry, and government, and design for the PBS initiative "Going the Distance." Another distance learning project is developing the technological infrastructure for broadcasting interactive instruction in Nursing and Dental Hygiene from Pensacola Junior College to Okaloosa-Walton and Gulf Coast Community Colleges, and Chipola Junior College. The cooperative Nursing (PJC and OWCC) and dental Hygiene (PJC and GCCC) programs currently in place will use this technology extensively beginning with the 1995-96 school year.

3. **Technology Applications Center** **$450,000**

   The Suncoast Technology Transfer Consortium is developing a Technology Applications Center that will develop applications and support for instructional computing environmental science technology, and manufacturing technology. Instructional computing activities will focus on on-line distance education (e.g., vet tech program), multimedia training seminars for faculty, and computer based training for high demand vocational licensing exams, environmental science technology, and manufacturing technology.

4. Other Pilot Projects $700,000

A collaborative software project is being developed to encourage software developers to adapt their systems to the Project SYNERGY Integrator platform. An assessment pilot project is also underway to link a community college assessment center to the local high schools to enhance the testing and feedback systems for students planning to attend college or vocational schools.

5. Technology Equipment $4,000,000

There is a critical need to develop the instructional technology infrastructure in each community college. The basis for accomplishing this is retrofitting laboratories and learning centers and purchasing equipment that supports the educational program . The request is for $20 million over a period of five years similar to the technology funding program established for the public schools. The initial year request of $4 million will be allocated on a FTE Basis.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
GENDER EQUITY IN ATHLETICS	$4,645,653

DESCRIPTION AND JUSTIFICATION

Title IX of the Education Amendments of 1972 and the Florida Educational Equity Act of 1984 prohibit discrimination in athletic programs based on sex. **Gender Equity in Athletics** has been defined by the 11 member Task Force established by the Florida Commissioner of Education in 1993 as:

> **The fair distribution of overall athletic opportunity and resources, substantially proportionate to the enrollment of males and females, so that no student athlete, coach or athletic administrator is discriminated against in an athletic program on the basis of gender.**

The State Board of Education rule being promulgated to ensure compliance specifies severe penalties for colleges found out of compliance with no acceptable plan to comply. While the colleges have developed and are implementing plans to comply, funding is insufficient to make all the modifications mandated without requiring academic programs to suffer. Student fees and fee exemptions do not generate sufficient revenue to adequately address this need.

As penalties for non-compliance, the Commissioner of Education shall declare an educational agency ineligible for competitive state grants and direct the Comptroller to withhold general revenue funds until compliance is met. Litigation also will allow sex discrimination victims to sue for monetary damages. To avoid such severe consequences, the colleges will need assistance from the Legislature to make immediate modifications.

This budget request focuses on the facility and capital improvement projects necessary for compliance.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

Funding for these capital improvement projects is requested from nonrecurring revenue sources. Budget requests were submitted to the Division by each college with athletic programs. Two categories were established within the priorities of the request. Priority one is for the minimum amount necessary to construct or modify facilities to ensure equitable participation. The second priority is to provide funding to upgrade existing facilities for women to the quality of those currently existing for men.

A detailed approved project list is displayed on Appendix I.

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
AID TO COLLEGES

APPROPRIATION CATEGORY	AMOUNT REQUESTED
CHILD CARE FUNDING PROGRAM	**$1,290,156**

DESCRIPTION AND JUSTIFICATION

This request is to create a permanent funding mechanism to generate student financial aid funds for child care. The Florida Community College System has a proud tradition of an open door for all students. Lack of child care is providing a barrier to many potential students who would benefit from the training programs available in community colleges.

Many such potential students do not qualify for financial aid due to their part-time student status or quirks in the standard needs analyses for non-traditional students. This program is intended to provide financial aid specifically for child care based on needs analyses established by each college.

COMPUTATION AND ALLOCATION OF AMOUNT REQUESTED

The Legislature appropriated $157,154 for two pilot projects in 1994-95. Based on the amount allocated to Broward Community College, a base amount of 15.6¢ per credit hour was funded.

Based on the assigned enrollment for 1994-95, if every college is provided an allocation based on 15.6¢ per credit hour, a total of $1,290,156 is requested for 1995-96. This includes increasing the pilot programs for Broward Community College and Florida Community College at Jacksonville to $150,000 each.

APPENDICES

APPENDIX A

FLORIDA COMMUNITY COLLEGES
FUNDING HISTORY

07-Nov-94

01:48 PM

YEAR	FTE STUDENTS	GENERAL REVENUE	LOTTERY FUNDS	STUDENT FEES	TOTAL EDUC. & GEN. BUDGET	GENERAL REVENUE PER FTE	LOTTERY FUNDS PER FTE	STATE FUNDS PER FTE	STUDENT FEES PER FTE	TOTAL PER FTE	CPI FACTOR	ADJUSTED TOTAL PER FTE
1981-82	135,449	274,544,344	0	85,588,569	360,132,913	2,027	0	2,027	632	2,659	94.15	3,587
1982-83	139,035	283,031,028	0	90,328,059	373,359,087	2,036	0	2,036	650	2,685	98.17	3,475
1983-84	136,500	320,452,731	0	90,371,122	410,823,853	2,348	0	2,348	662	3,010	101.81	3,755
1984-85	130,040	334,475,677	0	92,025,413	426,501,090	2,572	0	2,572	708	3,280	105.80	3,938
1985-86	132,236	354,085,897	0	95,287,469	449,373,366	2,678	0	2,678	721	3,398	108.87	3,965
1986-87	138,074	390,244,547	0	105,011,496	495,256,043	2,826	0	2,826	761	3,587	111.31	4,093
1987-88	144,830	419,018,877	19,906,967	115,634,382	554,560,226	2,893	137	3,031	798	3,829	115.91	4,196
1988-89	156,840	460,409,645	37,951,622	126,505,037	624,866,304	2,936	242	3,178	807	3,984	121.27	4,173
1989-90	170,495	480,139,945	76,407,850	137,540,945	694,088,740	2,816	448	3,264	807	4,071	127.02	4,071
1990-91	182,786	482,625,787	85,523,996	154,905,286	723,055,069	2,640	468	3,108	847	3,956	134.02	3,749
1991-92	191,695	433,684,789	127,915,000	190,638,447	752,238,236	2,262	667	2,930	994	3,924	138.38	3,602
1992-93	195,528	441,025,630	125,200,000	209,990,482	776,216,112	2,256	640	2,896	1,074	3,970	142.63	3,535
1993-94	194,257	473,172,129	127,401,436	218,101,730	818,675,295	2,436	656	3,092	1,123	4,214	147.60	3,627
1994-95	195,559	498,601,462	141,310,601	222,968,030	862,880,093	2,550	723	3,272	1,140	4,412	151	3,712
1995-96	197,916	632,013,559	130,185,000	225,624,240	987,822,799	3,193	658	3,851	1,140	4,991	156.00	4,064
1996-97	199,507	670,710,723	131,325,000	227,437,980	1,029,473,703	3,362	658	4,020	1,140	5,160	161.00	4,071

NOTE (1) 1981-82 through 1993-94 represent actual data.
(2) 1994-95 represents estimated data based on Legislative Appropriations as of 7-1-94 & estimated student fee revenues.
(3) 1995-96 and 1996-97 represent budget requests.
(4) Funding adjusted to base year 1989-90 by CPI.

FLORIDA COMMUNITY COLLEGES
FUNDING HISTORY

07-Nov-94

01:34 PM

	ACTUAL DOLLARS						REAL DOLLARS BASED ON 1989-90					
YEAR	GENERAL REVENUE PER FTE	LOTTERY FUNDS PER FTE	STATE FUNDS PER FTE	STUDENT FEES PER FTE	TOTAL PER FTE	CPI FACTOR	ADJUSTMENT TO BASE YEAR 1989-90	GENERAL REVENUE PER FTE	LOTTERY FUNDS PER FTE	STATE FUNDS PER FTE	STUDENT FEES PER FTE	ADJUSTED TOTAL PER FTE
1981-82	2,027	0	2,027	632	2,659	94.15	74.12%	2,735	0	2,735	852	3,587
1982-83	2,036	0	2,036	650	2,685	98.17	77.29%	2,634	0	2,634	841	3,475
1983-84	2,348	0	2,348	662	3,010	101.81	80.15%	2,929	0	2,929	826	3,755
1984-85	2,572	0	2,572	708	3,280	105.80	83.29%	3,088	0	3,088	850	3,938
1985-86	2,678	0	2,678	721	3,398	108.87	85.71%	3,124	0	3,124	841	3,965
1986-87	2,826	0	2,826	761	3,587	111.31	87.63%	3,225	0	3,225	868	4,093
1987-88	2,893	137	3,031	798	3,829	115.91	91.25%	3,170	151	3,321	875	4,196
1988-89	2,936	242	3,178	807	3,984	121.27	95.47%	3,075	253	3,328	845	4,173
1989-90	2,816	448	3,264	807	4,071	127.02	100.00%	2,816	448	3,264	807	4,071
1990-91	2,640	468	3,108	847	3,956	134.02	105.51%	2,502	443	2,946	803	3,749
1991-92	2,262	667	2,930	994	3,924	138.38	108.94%	2,077	613	2,689	913	3,602
1992-93	2,256	640	2,896	1,074	3,970	142.63	112.29%	2,009	570	2,579	956	3,535
1993-94	2,436	656	3,092	1,123	4,214	147.60	116.20%	2,096	564	2,661	966	3,627
1994-95	2,550	723	3,272	1,140	4,412	151.00	118.88%	2,145	608	2,753	959	3,712
1995-96	3,193	658	3,851	1,140	4,991	156.00	122.82%	2,600	536	3,136	928	4,064
1996-97	3,362	658	4,020	1,140	5,160	161.00	126.75%	2,652	519	3,172	899	4,071

NOTE: (1) 1981-82 through 1993-94 represent actual data.
(2) 1994-95 represents estimated data based on Legislative Appropriations as of 7-1-94 & estimated student fee revenues.
(3) 1995-96 and 1996-97 represent budget requests.
(4) Funding adjusted to base year 1989-90 by CPI.

BEST COPY AVAILABLE

Appendix B: 1993 Master Plan

State Board of Community Colleges

Extract

The intensive research, examination of position papers, presentations, and listening sessions conducted over a period of nearly nine months in 1993 culminated in the formulation of key directions for the community colleges. These directions and the proposed initiatives associated with them are the result of extensive involvement and wide ranging investigation. While many additional initiatives were proposed and examined during the planning process, the selected future directions emerged as the highest priorities for the community colleges.

The 1993 Master Plan for the Florida Community Colleges consists of eight strategic goals to guide the system over the next five years and prepare for the new century. The Master Plan also contains 38 activities to be undertaken in order to meet the eight challenges.

Strategic Goals and Activities

Goal 1 Preserve open access and increase student success in community college programs

1.1 Enhance and sustain comprehensive college-prep and student development programs for underprepared students (student tracking, assessment, special needs support, advisement, counseling, and financial aid).

1.2 Increase proportion of minorities enrolled and succeeding in community college programs.

1.3 Develop alternative approaches to assessment of student performance in addition to standardized procedures.

1.4 Expand and improve student development services and accessible programs and facilities for special populations, disabled, and students with learning disabilities.

Goal 2 Strengthen the quality of programs and curricula among community colleges

2.1 Expand and revitalize postsecondary vocational and workforce training programs and provide appropriate career development/counseling services.

2.2 Strengthen curriculum in postsecondary vocational programs to ensure content and competencies reflect up-to-date employment requirements.

2.3 Establish Centers of Technology Innovation at community colleges in partnership with public and private entities to foster model curricula and programs, technology transfer, and workforce training and development. Such centers would function as global "electronic" learning centers connected with emerging "computer/telecommunication highways" and high-capacity information and research networks around the world. Suggested areas of emphasis could include:

- Advanced Manufacturing Technology
- Telecommunications
- Biomedical Technology
- Environmental and Marine Technology
- Aerospace and Automotive Technology
- Microelectronics and Computing
- Tourism and Hospitality
- International Business Development
- Agriculture and Business Technology
- Water and Natural Resource Management
- Health Technologies

2.4 Continue to improve the overall quality of A.A. degree transfer programs.

2.5 Strengthen international and multi-cultural components of the curriculum.

2.6 Expand the effective and proficient use of technology in instruction.

2.7 Continue to conduct program reviews at the state and local levels in order to ensure program vitality, relevance, and quality.

Goal 3 Strengthen articulation, cooperation, and collaboration among public schools, community colleges, the state university system, and other institutions

3.1 Improve, strengthen, and expand the articulation agreements between community colleges, and the state university system (A.A. & A.S.), and independent colleges.

- Continue to emphasize and improve upon common course numbering system
- Use SACS accreditation status as criteria to guide articulation efforts
- Continued emphasis on the common calendar

3.2 Expand and promote articulation between K-12, area centers and community colleges.

- Tech-Prep
- Pre-college preparation programs (assessment, support services, research)
- Honors programs
- Staff development
- Student tracking

3.3 Support the state university system efforts to receive and allocate sufficient resources to provide expanded transfer opportunities for community college students. Particular emphasis needs to be given in the following areas:

- Teacher Education Programs
- Business Programs
- Nursing and Allied Health Programs

3.4 Expand articulation efforts with military agencies, corrections agencies, private colleges, and business and industry.

Goal 4 Establish partnerships at the state and local level to support broad-based, multi-lateral economic development initiatives and strategies

4.1 Develop effective approaches to identify business and industry needs in emerging/growth areas and fields.

4.2 Provide a skilled workforce necessary for enhancing Florida's economic competitiveness and growth potential.

4.3 Provide responsive and timely customized and contract training opportunities to Florida's business sector.

4.4 Revitalize curriculum to reflect new and emerging technologies responsive to workforce/workplace requirements.

4.5 Expand programs and services to promote workplace literacy and accommodate needs of working adults.

Goal 5 Strengthen the human resources of the community colleges

5.1 Aggressively pursue recruitment and development strategies for new and diverse faculty and staff.

5.2 Provide equitable and competitive compensation structures.

5.3 Expand efforts to promote multi-faceted professional development activity.

- New student needs and diversity
- Technology
- Innovative teaching strategies
- Rewards and recognition

5.4 Strengthen policies and support system for adjunct faculty.

5.5 Enhance leadership development opportunities for professional and managerial staff.

Goal 6 Strengthen the utilization of technology to support contemporary standards and future applications in academic computing technologies, administrative computing systems, and educational telecommunications.

6.1 Expand the effective and proficient use of technology in instruction.

- Computer-assisted and interactive instruction
- Multi-media learning resources
- Library information services

6.2 Extend the current administrative computing systems to facilitate the effective tracking of student performance, enhance timely intervention, and provide student development and academic support services, as required.

6.3 Expand telecommunications capabilities within the community college system.

- Distance learning
- Classroom linkages
- Satellite instruction

6.4 Increase efficiency and effectiveness in utilization of technology through consortia arrangements for sharing instructional and administrative systems.

Goal 7 Renew Florida's commitment to community college education by strengthening the long-term fiscal stability of the system and providing support for an increasingly diverse population.

7.1 Establish a policy that the legislature include community college enrollment growth, similar to public school enrollment growth, as an entitlement for purposes of appropriations.

7.2 Continue the current funding formulas for community colleges based upon "cost to continue" and "enrollment workloads."

7.3 Establish and maintain standards and guidelines for equitable system funding within the community college mission categories.

- Advanced and professional programs
- Postsecondary vocational programs
- Postsecondary adult programs
- Vocational supplemental programs

- College preparation programs
- Adult education programs
- Economic development activities

7.4 Establish funding policies to support district cost differentials and small college cost differentials among the community colleges.

7.5 Establish base-line standards for the proportion of educational costs to be assumed by state funding and by student contribution.

7.6 Establish a policy that state financial aid funding be increased proportionately to the increases in student fees to ensure that all need-based financial aid is met.

7.7 Continue and enhance efforts to promote and increase local, private, and public support for community colleges.

7.8 Support the study of a national comparative analysis of state support for community colleges to guide future legislative priorities for funding.

Goal 8 Strengthen and provide leadership in institutional effectiveness, accountability, and control

8.1 Implement and monitor the effectiveness indicators developed by the Community College Task Force on Accountability and adopted by the 1991 Legislature.

8.2 Embrace the criteria for accreditation and emphasis on institutional effectiveness as outlined by the Southern Association of Colleges and Schools (SACS).

8.3 Develop institutional effectiveness plans at the college level and utilize the assessment results to improve the quality of institutional performance.

8.4 Establish mechanisms to measure institutional achievements toward Community College Master Plan goals.

8.5 Expand approaches to local college governance that foster maximum feasible local control while preserving appropriate legal accountability to the state.

26-Oct-94

APPENDIX C

COMMUNITY COLLEGES
OPERATING EXPENSES FOR NEW FACILITIES, INCLUDING ANNUALIZATION
FY 1995-96 BUDGET REQUEST

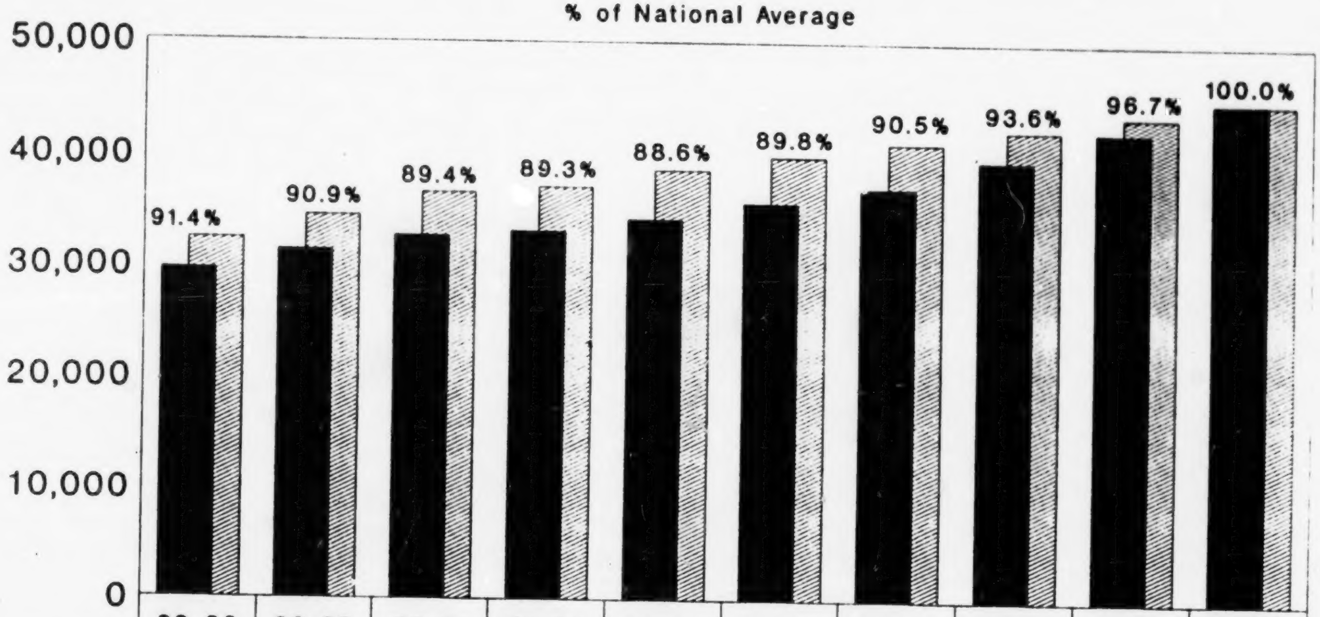
COLLEGE	FACILITY	NEW GSF	PROJECT AMOUNT	COLLEGE TOTAL
BREVARD	BALANCE FROM 94-95		$213,824	$213,824
BROWARD	BALANCE FROM 94-95		219,100	
	HEALTH SCIENCE-N.CAMPUS	64,501	114,155	
	STUD SERV FAC-S.CAMPUS	60,833	53,848	
	JOINT USE LIB-CENT.CAMPUS	97,733	216,252	603,355
CENTRAL FLORIDA	BALANCE FROM 94-95		117,046	117,046
CHIPOLA	BALANCE FROM 94-95		10,756	10,756
DAYTONA BEACH	BALANCE FROM 94-95		108,794	
	Bldg 6- WEST Campus-Clsrm,Off,Labs	29,377	155,992	
	WESTSIDE OCCUPATIONAL TRNG. CNTR.	31,000	164,610	429,396
EDISON	BALANCE FROM 94-95		196,119	
	CHARLOTTE CAMPUS	146,190	194,067	390,186
FLA @JAX	BALANCE FROM 94-95		158,323	
	PERFORMING & VISUAL ARTS-S. CAMPUS	131,730	408,010	
	PE FACILITIES & GYM,N.CAMPUS	15,408	68,178	634,511
FLORIDA KEYS	BALANCE FROM 94-95		19,368	
	CLASSROOM,LAB,LIBR & ADMIN	13,924	12,325	31,693
GULF COAST	BALANCE FROM 94-95		5,469	
	MAINTENANCE BLDG	13,172	69,943	75,412
HILLSBOROUGH	BALANCE FROM 94-95		271,563	
	AUD/STUDENT SERV.	61,665	327,441	599,004
INDIAN RIVER	BALANCE FROM 94-95		111,607	111,607
LAKE CITY	BALANCE FROM 94-95		49,232	49,232
LAKE-SUMTER	BALANCE FROM 94-95		5,866	5,866
MANATEE	BALANCE FROM 94-95		65,421	65,421
MIAMI-DADE	BALANCE FROM 94-95		510,471	
	HOMESTEAD CHILD CARE CTNR.	6,976	30,868	
	HOMESTEAD AVIATION CTNR.	17,049	7,541	
	BUSINESS DEVELOP.CTNR.-HOMESTEAD	24,247	128,752	
	CENTRAL UTIL.PLANT-KENDALL	19,000	100,890	778,521
NORTH FLORIDA	BALANCE FROM 94-95		365	365
OKALOOSA-WALTON	BALANCE FROM 94-95		99,546	
	INSTRUCTIONAL ARTS CNTR.	118,863	631,163	730,709
PALM BEACH	BALANCE FROM 94-95		247,940	
	VO-TECH-CENTRAL CAMPUS	72,864	193,454	
	DATA PROC ADDITION-CENTRAL CAMPUS	8,305	44,100	485,493
PASCO-HERNANDO	BALANCE FROM 94-95		4,959	
	STUD SERV ADD.-W. CAMPUS	32,978	131,335	136,294
PENSACOLA	BALANCE FROM 94-95		130,204	130,204
POLK	BALANCE FROM 94-95		7,649	7,649
ST. JOHNS RIVER	BALANCE FROM 94-95		11,307	
	ST. AUGUSTINE CNTR. PH I & II	57,000	176,547	187,854
ST. PETERSBURG	BALANCE FROM 94-95		51,342	
	REMOD FUNERAL SERV HEALTH ED CNTR	9,807	52,075	103,417
SANTA FE	BALANCE FROM 94-95		54,204	
	TECHNOLOGY BLDG	37,801	200,723	
	STUDENT SERVICES BLDG	64,385	284,892	
	LAW ENFORECEMENT LABS	26,689	141,719	681,538
SEMINOLE	BALANCE FROM 94-95		13,884	13,884
SOUTH FLORIDA	BALANCE FROM 94-95		168,007	168,007
TALLAHASSEE	BALANCE FROM 94-95		156,103	
	WAREHOUSE FAC	8,972	47,641	
	WAREHOUSE STORAGE	37,750	200,453	
	SPORTS CENTER	12,000	63,720	
	CEP & UTILITIES INFRASTRUCTURE	6,000	15,930	483,847
VALENCIA	BALANCE FROM 94-95		269,696	
	STUD SERVICES BLDG	69,200	306,198	
	GEN PURPOSE BLDG	61,000	269,914	845,808
	TOTAL	1,356,419	$8,090,901	$8,090,901

a:\FY96REV2 WK3vm

BEST COPY AVAILABLE

APPENDIX D

FLORIDA COMMUNITY COLLEGE SYSTEM AVERAGE SALARIES OF FULL-TIME FACULTY FLORIDA COMPARED TO NATION



	88-89	89-90	90-91	91-92	92-93	93-94	94-95	95-96	96-97	97-98
FLORIDA	29,586	31,364	32,706	33,155	34,274	35,818	37,179	39,596	42,169	44,910
NATION	32,387	34,510	36,600	37,139	38,663	39,889	41,086	42,318	43,588	44,895

▇ FLORIDA ▨ NATION

SOURCE: YEARLY PUBLICATIONS OF THE SOUTHERN REGIONAL EDUCATIONAL BOARD
NOTE: 1994-95 AND SUBSEQUENT YEARS ARE PROJECTED BASED ON THE LEGISLATIVE BUDGET REQUEST.

APPENDIX E

FLORIDA COMMUNITY COLLEGES
FTE ENROLLMENT HISTORY

COLLEGE	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97
BREVARD	8,452	8,626	9,159	9,518	7,646	7,251	7,116	6,839
BROWARD	11,341	12,295	12,217	12,519	12,548	12,710	12,856	12,982
CENTRAL FLORIDA	2,852	3,156	3,297	3,308	3,466	3,824	3,925	4,112
CHIPOLA	1,424	1,531	1,475	1,461	1,473	1,415	1,408	1,388
DAYTONA BEACH	7,715	8,312	8,890	9,944	10,478	11,117	11,997	12,784
EDISON	3,746	4,223	4,451	4,791	4,768	4,775	4,950	5,043
FLA. JC @ JAX	16,192	16,847	17,759	18,279	18,577	18,645	19,023	19,314
FLORIDA KEYS	850	836	913	879	889	888	869	855
GULF COAST	2,668	2,894	3,156	3,289	3,350	3,404	3,475	3,546
HILLSBOROUGH	8,301	9,317	10,188	10,676	10,704	10,291	10,580	10,624
INDIAN RIVER	6,062	6,628	6,963	7,481	7,698	8,339	8,714	9,152
LAKE CITY	2,015	2,070	2,042	2,182	2,179	2,206	2,269	2,324
LAKE-SUMTER	1,018	1,053	1,121	1,150	1,204	1,196	1,239	1,264
MANATEE	4,170	4,337	4,508	4,243	4,215	4,148	4,011	3,892
MIAMI-DADE	29,504	31,845	33,629	32,895	31,925	31,545	31,150	30,601
NORTH FLORIDA	959	971	836	869	875	877	898	915
OKALOOSA-WALTO	3,103	3,242	3,423	3,351	3,508	3,483	3,512	3,545
PALM BEACH	7,614	8,366	8,549	8,461	8,632	8,758	8,740	8,742
PASCO-HERNANDO	2,458	2,786	3,015	3,108	2,968	2,948	2,910	2,847
PENSACOLA	7,137	7,393	7,886	8,099	7,759	7,870	7,771	7,720
POLK	2,975	3,162	3,217	3,187	3,104	3,251	3,202	3,221
ST. JOHNS RIVER	1,615	1,749	1,826	2,007	2,066	2,138	2,278	2,389
ST. PETERSBURG	9,723	10,251	10,570	10,797	10,787	10,573	10,676	10,657
SANTA FE	6,739	7,004	7,131	7,400	7,694	7,819	8,132	8,419
SEMINOLE	6,185	6,267	6,738	6,657	6,760	6,759	6,763	6,734
SOUTH FLORIDA	2,320	2,684	2,492	2,485	2,630	2,625	2,672	2,705
TALLAHASSEE	4,596	5,108	5,273	5,121	5,031	5,033	4,910	4,828
VALENCIA	8,761	9,833	10,971	11,373	11,328	11,671	11,870	12,065
TOTAL	170,497	182,788	191,695	195,528	194,257	195,559	197,916	199,507

07-Nov-94

APPENDIX F

COMMUNITY COLLEGE PROGRAM FUND
1995-96 LEGISLATIVE BUDGET REQUEST

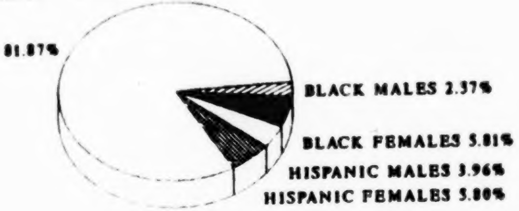
BASIC SUPPORT OF THE COMMUNITY COLLEGE PROGRAM FUND

COLLEGE	OPERATING COST OF NEW FACILITIES	COMPETITIVE SALARY ENHANCEMENT	EQUIPMENT & LIBRARY RESOURCES	EQUALIZATION FUND	ENROLLMENT WORKLOAD	CHANGE IN STANDARD FEE REVENUES	BASIC SUPPOR STATE FUNDS INCREASE REQUESTED
BREVARD	213,824	1,176,991	825,463	0	0	0	2,216,27
BROWARD	603,355	2,086,722	1,051,427	2,175,157	362,612	(114,750)	6,164,52
CENTRAL FLORIDA	117,046	483,409	271,674	113,967	1,298,646	(220,306)	2,064,43
CHIPOLA	10,756	321,556	168,778	0	0	0	501,09
DAYTONA BEACH	429,396	1,279,961	449,599	2,119,703	493,836	(95,960)	4,676,53
EDISON	390,186	626,930	419,266	1,331,990	174,441	(22,053)	2,920,75
FLORIDA CC @ JAX	634,511	2,351,207	1,142,250	1,383,727	1,276,658	(219,766)	6,568,58
FLORIDA KEYS	31,694	180,445	132,284	203,639	0	0	548,06
GULF COAST	75,413	506,230	396,136	910,350	106,300	(27,701)	1,966,72
HILLSBOROUGH	599,004	1,567,059	435,754	2,188,920	0	0	4,790,73
INDIAN RIVER	111,607	929,877	597,234	2,384,939	1,619,299	34,268	5,677,22
LAKE CITY	49,232	357,463	196,133	0	16,483	40,904	660,21
LAKE SUMTER	5,866	218,108	205,066	35,179	0	0	464,21
MANATEE	65,421	679,052	266,196	367,571	0	0	1,378,241
MIAMI-DADE	778,521	5,643,531	2,868,721	4,538,433	0	0	13,829,20
NORTH FLORIDA	365	180,393	123,844	0	138,599	(82,429)	360,771
OKALOOSA-WALTON	730,707	474,093	427,906	148,259	12,891	132,138	1,925,99
PALM BEACH	485,494	1,232,483	962,942	447,892	493,426	346,109	3,968,34
PASCO-HERNANDO	136,294	412,466	219,723	1,291,056	0	0	2,059,53
PENSACOLA	130,204	1,243,792	830,418	0	0	0	2,204,414
POLK	7,649	515,163	314,530	228,657	0	0	1,066,00
ST. JOHN'S RIVER	187,854	331,653	208,138	738,869	400,092	(69,903)	1,796,702
ST. PETERSBURG	103,417	1,706,682	1,031,389	1,777,634	0	0	4,619,122
SANTA FE	681,539	1,236,933	392,455	161,061	637,943	(163,629)	2,946,303
SEMINOLE	13,884	804,184	925,637	975,469	0	0	2,719,174
SOUTH FLORIDA	168,007	287,972	197,865	75,791	165,372	(99,457)	795,549
TALLAHASSEE	483,847	896,154	982,140	0	0	0	2,362,141
VALENCIA	845,808	1,604,626	640,281	3,242,010	757,901	(69,177)	7,021,450
TOTAL	$8,090,902	$29,335,134	$16,683,246	$26,840,273	$7,954,499	($631,713)	$88,272,341

APPENDIX G

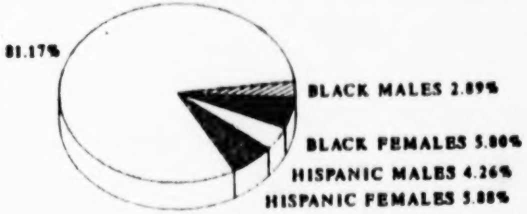
DIVISION OF COMMUNITY COLLEGES
AA, AS AND CERTIF. PROGRAM COMPLETIONS

	BLACK	HISPANIC
MALE	972	1496
FEMALE	2198	2192
TOTAL	3170	3688



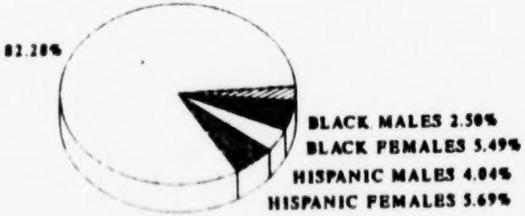
1990-91

	BLACK	HISPANIC
MALE	1178	1734
FEMALE	2362	2395
TOTAL	3540	4129



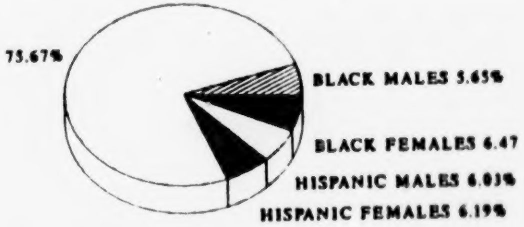
1992-93

	BLACK	HISPANIC
MALE	992	1607
FEMALE	2184	2263
TOTAL	3176	3870



1991-92

	BLACK	HISPANIC
MALE	512,483	546,747
FEMALE	586,612	561,733
TOTAL	1,099,095	1,108,480



STATEWIDE CENSUS REPRESENTATION

APPENDIX H

COMMUNITY COLLEGE PROGRAM FUND
1995-96 LEGISLATIVE BUDGET REQUEST

ALLOCATION PROCESS

COLLEGE	BASIC SUPPORT STATE FUNDS INCREASE REQUESTED	OPERATING COST OF NEW FACILITIES	BASIC SUPPORT MINUS OP. COSTS NEW FACILITIES	EACH COLLEGE PERCENTAGE OF PRECEDING TOTAL
BREVARD	2,216,278	213,824	2,002,454	2.497%
BROWARD	6,164,523	603,355	5,561,168	6.936%
CENTRAL FLORIDA	2,064,436	117,046	1,947,390	2.429%
CHIPOLA	501,090	10,756	490,334	0.612%
DAYTONA BEACH	4,676,534	429,396	4,247,138	5.297%
EDISON	2,920,758	390,186	2,530,572	3.156%
FLORIDA CC @ JAX	6,568,587	634,511	5,934,076	7.401%
FLORIDA KEYS	548,062	31,694	516,368	0.644%
GULF COAST	1,966,727	75,413	1,891,314	2.359%
HILLSBOROUGH	4,790,736	599,004	4,191,732	5.228%
INDIAN RIVER	5,677,223	111,607	5,565,616	6.941%
LAKE CITY	660,215	49,232	610,983	0.762%
LAKE SUMTER	464,219	5,866	458,353	0.572%
MANATEE	1,378,241	65,421	1,312,820	1.637%
MIAMI-DADE	13,829,206	778,521	13,050,685	16.276%
NORTH FLORIDA	360,771	365	360,406	0.449%
OKALOOSA-WALTON	1,925,995	730,707	1,195,288	1.491%
PALM BEACH	3,968,346	485,494	3,482,852	4.344%
PASCO-HERNANDO	2,059,539	136,294	1,923,245	2.399%
PENSACOLA	2,204,414	130,204	2,074,210	2.587%
POLK	1,066,000	7,649	1,058,351	1.320%
ST. JOHN'S RIVER	1,796,702	187,854	1,608,848	2.007%
ST. PETERSBURG	4,619,122	103,417	4,515,705	5.632%
SANTA FE	2,946,303	681,539	2,264,764	2.825%
SEMINOLE	2,719,174	13,884	2,705,290	3.374%
SOUTH FLORIDA	795,549	168,007	627,542	0.783%
TALLAHASSEE	2,362,141	483,847	1,878,294	2.343%
VALENCIA	7,021,450	845,808	6,175,642	7.702%
TOTAL	$88,272,341	8,090,902	$80,181,439	100.000%

APPENDIX I

STATE BOARD OF COMMUNITY COLLEGES 1995-96 CAPITAL OUTLAY LIST FOR GENDER EQUITY IN ATHLETICS

1995-96 SBCC No.	COLLEGE	PROJECT DESCRIPTION	PROJECT AMOUNT
PRIORITY CATEGORY A: (Create opportunities to increase female participation)			Request 1995-96
95-1	NFLA	Women's Softball Facility	$250,000
95-2	POLK	Women's Softball Facility	300,000
95-3	PENS	Women's Soccer Facility	180,541
95-4	PASC	Women's Track and Field Facility	300,000
95-5	BROW	Women's Soccer Facility	75,000
95-6	SFLA	Women's Softball Facility	300,000
95-7	CHIP	Women's Softball Facility	300,000
95-8	INDR	Women's Softball Facility	300,000
95-9	MANA	Women's Softball Facility	151,000
95-10	ST.P	Women's Softball Facility	80,000
95-11	DAYT	Women's Softball Facility	205,770
			$2,442,311
PRIORITY CATEGORY B: (Provide comparable facilities)			Request 1995-96
95-12	GULF	Relocate Women's Softball Facility	300,000
95-13	STJR	Upgrade Women's Softball Facility	120,700
95-14	TALL	Upgrade Women's Softball Facility	180,000
95-15	CFLA	Upgrade Women's Softball Facility	179,417
95-16	MIAM	Upgrade Women's Softball Facility - North	150,000
95-17	MIAM	Upgrade Women's Softball Facility - Kendall	150,000
95-18	OKAL	Upgrade Women's Softball Facility	150,000
95-19	SEMI	Upgrade Women's Softball Facility	135,000
95-20	PALM	Upgrade Women's Softball Facility	150,000
95-21	VALE	Upgrade Women's Softball Facility	39,500
95-22	SANF	Upgrade Women's Softball Facility	75,000
95-23	LCTY	Women's Locker Facility	150,000
95-24	FJAX	Upgrade Women's Softball Facility	215,125
95-25	HILL	Women's Locker Facility	200,000
95-26	PASC	Sprinkler System, Women's Softball Field	3,600
95-27	BROW	Women's Softball Batting Cage	5,000
			$2,203,342
		Total 1995-96	$4,645,653

07-Nov-94

APPENDIX J

DIVISION OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
DIVISION OPERATIONS

	FTE POS.		AMOUNT REQUESTED
ESTIMATED 1994-95 EXPENDITURES			$3,813,501
LESS: NON-RECURRING APPROPRIATIONS:			
OTHER PERSONAL SERVICES		$20,229	
OPERATING CAPITAL OUTLAY		88,579	(108,808)
REQUESTED FOR 1995-96:			
COST TO CONTINUE CURRENT POSITIONS			32,674
PRICE LEVEL INCREASES			3,452
OTHER PERSONAL SERVICES:			
STUDENT ASSISTANTS		$24,501	
TEMPORARY EMPLOYMENT		15,069	39,570
EQUIPMENT REPLACEMENT			
OFFICE EQUIPMENT		$6,785	
IRM EQUIPMENT		90,272	97,057
COMPUTER MAINTENANCE			24,000
STUDENT DATA BASE MICROCOMPUTER			350,000
PROGRAM REVIEW			172,000
EDUCATIONAL OPPORTUNITY PROGRAM	1.00		56,214
MICROCOMPUTER ENHANCEMENT			150,000
COMMUNITY COLLEGE SYSTEM DATA BASE	4.00		353,311
FINANCIAL AID SUPPORT SYSTEM DEVELOPMENT			500,000
TOTAL REQUESTED	5.00		$5,482,971

STATE BOARD OF COMMUNITY COLLEGES
1995-96 LEGISLATIVE BUDGET REQUEST
LIBRARY AUTOMATION BUDGET

ISSUE NAME	AMOUNT OF REQUEST
APPROPRIATED FOR 1994-95	**$3,490,835**
Less: NONRECURRING LOTTERY FUNDS	(989,399)
LIBRARY AUTOMATION ACCESS AND UTILIZATION	1,233,569
DISABLED STUDENT ACCESS	457,358
TOTAL REQUESTED	**$4,192,363**

APPENDIX D

FLORIDA'S COMMUNITY COLLEGE SYSTEM

1993 MASTER PLAN STRATEGIC GOALS AND ACTIVITIES

Challenge of a Changing Context: The Future of Florida Community Colleges

Florida's Community College System 1993 Master Plan

In order to achieve the ambitious goal of educational equity, the elements of access, diversity, and quality pervade the eight goals of the Master Plan for the Community Colleges. The goals and related activities are as follows:

Strategy 1 Preserve open access and increase student success in comunity college programs.

1.1 Enhance and sustain comprehensive college-prep programs for under prepared students (student tracking, assessment, support services, advisement/counseling).

1.2 Increase proportion of minorities enrolled and succeeding in community college programs.

1.3 Develop alternative approaches to assessment of student performance in addition to standardized procedures.

1.4 Expand and improve special support services and accessible programs and facilities for special populations, handicapped, and students with learning disabilities.

Strategy 2 Strengthen the quality of programs and curricula among community colleges

2.1 Expand and revitalize postsecondary vocational and work force training programs and provide appropriate career development/counseling services.

2.2 Strengthen curriculum in postsecondary vocational programs to ensure content and competencies reflect up-to-date employment requirements.

2.3 Establish Centers of Technology Innovation at community colleges in partnership with public and private entities to foster model curricula and programs, technology transfer, and workforce training and development. Such centers would function as global "electronic" learning centers connected with emerging "computer/telecommunication highways" and high-capacity information and research networks around the world. Suggested areas of emphasis could include:

- Advanced Manufacturing Technology
- Telecommunications
- Biomedical Technology
- Environmental and Marine Technology
- Aerospace and Automotive Technology
- Microelectronics and Computing
- Tourism and Hospitality
- International Business Development
- Agriculture and Business Technology
- Water and Natural Resource Management
- Health Technologies

2.4 Continue to improve the overall quality of AA. Degree transfer programs.

2.5 Strengthen international and multi-cultural components of the curriculum.

2.6 Expand the effective and proficient use of technology in instruction

2.7 Continue to conduct program reviews at the state and local levels in order to ensure program vitality, relevance, and quality.

Strategy 3 Strengthen articulation cooperation, and collaboration among public schools, community colleges, the State University System, and other institutions.

3.1 Improve, strengthen, and expand the articulation agreements between community colleges, and the state university system (A.A. & A. S.), and independent colleges.

*Continue to emphasize and improve upon common course numbering system.
*Use SACS accreditation status as criteria to guide articulation efforts.
*Continue to emphasis the common calendar

3.2 Expand and promote articulation between K-12, area centers and community colleges.
*Tech Prep
*Pre-college preparation programs
*Honors programs
*Staff development
*Student tracking

3.3 Support the state university system efforts to receive and allocate sufficient resources to provide expanded transfer opportunities for community colleges students. Particular emphasis needs to be given in the following areas:
*Teacher Education Programs
*Business Programs
*Nursing and Allied Health Programs

3.4 Expand articulation efforts with miliary agencies, corrections agencies, private colleges, and business and industry.

3.5 Continue to review programs and curriculum to ensure that students can move through the systems rapidly as their circumstances permit.
*Accelerated articulated programs.

Strategy 4 Establish partnerships at state and local level to support broad-based, multi-lateral economic development initiatives and strategies.

4.1 Develop effective approaches to identify business and industry needs in emerging/growth areas and fields.

4.2 Provide a skilled workforce necessary for enhancing Florida's economic competitiveness and growth potential.

4.3 Provide responsive and timely customized and contract training opportunities to Florida's business sector.

4.4 Revitalize curriculum to reflect new and emerging technology responsive to work force/work place requirements.

4.5 Expand programs and services to promote workplace literacy and accommodate needs of working adults.

Strategy 5 Strengthen the human resources of the community colleges

5.1 Aggressively pursue recruitment and development strategies for new and diverse faculty and staff.

5.2 Provide equitable and competitive compensation structures.

5.3 Expand efforts to promote multi-faceted professional development activity.
- o New Student needs and diversity
- o Technology
- o Innovative teaching strategies
- o Rewards and recognition

5.4 Strengthen policies and support system for adjunct faculty.

5.5 Enhance leadership development opportunities for professional and managerial staff.

Strategy 6 Strengthen the utilization of technology to support contemporary standards and future applications in academic computer technologies, administrative computing systems, and educational telecommunications.

6.1 Expand the effective and proficient use of technology in instruction.
- o Computer-assisted and interactive instruction
- o Multi-media learning resources
- o Library information services

6.2 Extend the current administrative computing systems to facilitate the effective tracking of student performance, enhance timely intervention, and provide student development and academic support services, as required.

6.3 Expand telecommunications capabilities within the community college system.
- o Distance learning
- o Classroom linkages
- o Satellite instruction

6.4 Increase efficiency and effectiveness in utilization of technology through consortia arrangements for sharing instructional and administrative systems.

Strategy 7 Renew Florida's commitment to community college education by strengthening the long-term fiscal stability of the system and providing support for an increasingly diverse population.

7.1 Establish a policy that the legislature include community college enrollment growth, similar to public school enrollment growth, as an entitlement for purposes of appropriations.

7.2 Continue the current funding formulas for community colleges based upon "cost to continue" and "enrollment workloads."

7.3 Establish and maintain standards and guidelines for equitable system funding within the he community college mission categories.
- o Advanced and professional programs
- o Postsecondary adult programs
- o Vocational supplemental programs
- o College preparation programs
- o Adult education programs
- o Economic development activities

7.4 Establish funding policies to support district cost differentials and small college cost differentials among the community colleges.

7.5 Establish base-line standards for the proportion of educational costs to be assumed by state funding and by student contribution.

Strategy 8 Strengthen and provide leadership in institutional effectiveness, accountability, and control

8.1 Implement and monitor the effectiveness indicators development by the Community College Committee on Accountability and Effectiveness and adopted by the 1991 Legislature.

8.2 Embrace the criteria for accreditation and emphasis on institutional effectiveness as outlined by the Southern Association of Colleges and Schools (SACS).

8.3 Develop institutional effectiveness plans at the college level and utilize the assessment results to improve the quality of institutional performance.

8.4 Establish mechanisms to measure institutional achievements toward Community College Master Plan goals.

8.5 Expand approaches to local college governance that foster maximum feasible local control while preserving appropriate legal accountability to the state.

APPENDIX E

FLORIDA'S COMMUNITY COLLEGES

Florida Community Colleges

Brevard Community College (Brevard County); Cocoa, Florida; Maxwell C. King, President

Broward Community College (Broward County); Fort Lauderdale, Florida; Willis N. Holcombe, President

Central Florida Community College (Marion, Citrus & Levy Counties); Ocala, Florida; William J. Campion, President

Chipola Junior College (Washington, Liberty, Jackson, Calhoun & Holmes Counties); Marianna, Florida; Gene Pough, Acting President

Daytona Beach Community College (Volusia & Flagler Counties); Daytona Beach, Florida; Philip R. Day, Jr., President

Edison Community College (Lee, Henry, Glade, Charlotte & Collier Counties); Fort Myers, Florida; Kenneth P. Walker, President

Florida Community College at Jacksonville (Duval & Nassau Counties); Jacksonville, Florida; Charles C. Spence, President

Florida Keys Community College (Monroe County); Key West, Florida; William A. Seeker, President

Gulf Coast Community College (Bay, Franklin & Gulf Counties); Panama City, Florida; Robert L. McSpadden, President

Hillsborough Community College (Hillsborough); Tampa, Florida; Andreas A. Paloumpis, President

Indian River Community College (St. Lucie, Okeechobee, Martin & Indian River Counties); Fort Pierce, Florida; Edwin R. Massey, President

Lake City Community College (Union, Columbia, Baker, Dixie & Gilchrist Counties) Lake City, Florida; Muriel Kay Heimer, President

Lake-Sumter Community College (Lake & Sumter Counties); Leesburg, Florida; Robert W. Westrick, President

Manatee Community College (Manatee & Sarasota Counties) Bradenton, Florida; Stephen J. Korcheck, President

Miami-Dade Community College (Dade County); Miami, Florida; Robert H. McCabe, President

North Florida Junior College (Madison, Hamilton, Jefferson, Lafayette, Suwannee & Taylor Counties); Madison, Florida; William H. McCoy, President

Okaloosa-Walton Community College (Okaloosa & Walton Counties) Niceville, Florida; James R. Richburg, President

Palm Beach Community College (Palm Beach County); Lake Worth, Florida; Edward M. Eissey, President

Pasco-Hernando Community College (Hernando & Pasco Counties); Dade City, Florida; Robert Judson, President

Pensacola Junior College (Escambia & Santa Rosa Counties); Pensacola, Florida; Horace E. Hartsell, President

Polk Community College (Polk County); Winter Haven, Florida; Maryly VanLeer Peck, President

St. Johns River Community College (Putnam, Clay & St. Johns Counties) Palatka, Florida; Robert L. McLendon, Jr., President

St. Petersburg Junior College (Pinellas County); St. Petersburg, Florida; Carl M. Kuttler, Jr., President

Santa Fe Community College (Alachua & Bradford Counties); Gainesville, Florida; Lawrence Tyree, President

Seminole Community College (Seminole County); Sanford, Florida; Earl S. Weldon, President

South Florida Community College (Highlands, DeSoto & Hardee Counties) Avon Park, Florida; Catherine P. Cornelius, President

Tallahassee Community College (Leon, Gadsden & Wakulla Counties); Tallahassee, Florida; James H. Hinson, Jr., President

Valencia Community College (Orange & Osceola Counties); Orlando, Florida; Paul C. Gianini, Jr., President